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Giving Youth Voice:
Co-designing community-led health messages for youth


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DEDICATION

To my great grandfather Peter Sardachuk, for his belief in providing a brighter future for his family.

To my grandfather William Danko, who through his life has shown me the value of wisdom and understanding.

To my parents John and Janice Danko, who through their love, dedication and encouragement have given me the greatest opportunities. Not sure how to say thanks!

To my brother Joshua Danko, who shows me how to laugh.

To my husband Shon Duby, who shows me new ways to see the world.

To our baby, who is the future.

You have all played an invaluable role in my perception of life.

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My supervisor Bonnie Sadler Takach, for her wisdom, guidance and infectious laugh! Thank you for your insight.

The Boy's and Girls Club of Leduc, management, staff and youth.

The Devon Youth Drop-In Centre, management and staff.

The Edmonton Dream Centre, management, staff and women of the EDC.

ABSTRACT

This project is an exploratory design inquiry, which explored a community-led co-design process in order to connect non-profit organizations communities through message creation.

Community-led ideas about youth health issues were used to explore and create messages. The participants, community and designers were asked to reflect on their role in message development. The findings from this study were gathered to help inform non-profit organizations about the co-design process and its role in the transformation of messages. The study involved non-profit community members. The non-profit organization participants were from the Boys & Girls Club of Leduc (B&GCL), an organization located in the town of Leduc, Alberta. The study also involved expert interviews and two focus group sessions with participants from community non-profit organizations.

This study explored how co-design processes can act as a catalyst for community activation for non-profit organizations. Collaborative space was explored to develop health messages for youth. Youth from the Boy's and Girls Club of Leduc were invited to explore health messages as a means of youth empowerment in order to become change-agents in their own community and to create messages about their own health and well-being.

INTRODUCTION

Summary

This project is an exploratory design inquiry, which explores how co-design processes can connect non-profit organization communities and act as a catalyst for community involvement in the development of youth health messages. The research examines how the community-led co-design process can transform youth health messages through participant involvement. Participants were invited to engage with their community by identifying, creating, sharing and evaluating youth health messages.

Approach

Co-design is an approach which places an emphasis on the collective creativity and involvement of all parties applied across the entire design process.

Execution

The study included informal interviews, workshops and focus groups. Interviews were conducted with participants from non-profit community organizations in order to discuss message creation processes. Over a period of one month, four workshops (Workshops A–D) were carried out in order to identify and create messages about youth health issues. The workshops involved participants from the Boy's and Girl's Club of Leduc (B&GCL), a community non-profit organization. Over a period of two weeks, two focus groups were held with non-profit community members in order to discuss the processes and messages explored in Workshops A–D.

Data Collection and Analysis

Data was collected through discussions and interviews with community members and professionals, focus groups, sticky note responses, photo documentation, questionnaires, notes and general observation. Quantitative data was compiled and content analysis was performed on qualitative data which was categorized into emergent themes directly related to the following research question.

In what ways can community-led co-design processes transform health messages for youth?

Through the data collection, emergent themes were identified for the following areas: community-led processes, co-design processes, health messages, youth and transformation.

INTRODUCTION

Outcomes

The research suggested that roles, space and messages were transformed through these explorations and the following themes emerged from the data analysis:

that youth:

- are the future
- are an important sector of society
- are powerfully influential

that community-led processes:

- are holistic
- allow for message ownership and buy in
- establish credibility

that co-design processes:

- build trust
- provide opportunities for leadership
- allow for freedom of exploration
- allow for diversity of voice

that by employing these types of processes, health messages:

- bring new perspective
- must be authentic
- must be empathetic

Conclusion

A community-led co-design process was initiated in order to connect non-profit organizations to their communities through message creation. This process exploration has the potential to transform the way in which youth health messages can be explored. The study revealed that communities and messages can be transformed through community-led co-design processes. The space in which a community-led co-design process takes place is an important consideration and can be transformative. The explorations in this space provided insight to the non-profit organization about their community, message creation processes and youth health issues. Important youth health issues were identified by youth which enabled youth participants to provide insight and become direct participants in the message creation process.

BACKGROUND

Youth Voice | Global Landscapes

‘There are over 3 billion people under the age of 24 in the world today, comprising 47% of the world’s population... Client demand for policy advice on how to tap the enormous potential of the world’s children and youth is large and growing... With many competing demands for scarce funds, countries often do not fully recognize how critical young people are to their national economies, societies, and democracies – both today and in the future – and consequently dedicate too few resources to harness their productive capacity. Policy makers should treat expenditure on children and youth as a public investment that generates returns to society through higher economic growth, reduced social costs, and increased quality of life for all. Given the cumulative nature of human development, under investments in children and youth are difficult to reverse later in life, and the price for society is high. It is more effective to invest early in life than to repair later, when badly equipped adults turn out to be unskilled, unemployed, or unhealthy. Therefore, allocating sufficient public resources to child and youth development, even in times of economic stress and budgetary constraints, is essential for a country’s development and competitiveness’ (World Bank, 2012).

Today’s youth face increasingly complex roles and responsibilities as they find their place and voice in the ever changing landscape of the social and economic global society. August 2010–2011 marked the International Year of Youth declared by the UN, which signified the agenda to highlight the importance of youth-related issues at a global level (United Nations, 2010). Youth are an important human resource and should be utilized as active members in local and global development, policy making and economic issues. As key participants in sustainable social change, youth are one of the most powerful resources for social reform when they enthusiastically approach difficult social issues as dedicated change agents in society.

Although youth are one of our most powerful resources, they are often overlooked as key participants in decision making and left without sufficient resources that would allow them to become more actively involved members in local and global development. As the World Bank and UN suggest, greater investment in youth will support a stronger economy and social landscape for the future.

Youth deserve our full commitment – full access to education, adequate health care, employment opportunities, financial services and full participation in public life... As we expand our efforts, we must do even more to reach out, to listen and to learn from young people... Youth should be given a chance to take an active part in the decision-making of local, national and global levels.

-United Nations Secretary-General Ban Ki-moon.

Youth Health

There is considerable evidence that youth growing up in today's society are facing new and changing health risks. The physical and mental health of the world's youth is directly related to the overall well-being of society. Research suggests that engaging youth as active participants can create healthier youth which in turn creates a healthier future. How do we support healthier youth? The Canadian Institute for Health Information suggests that, "youth who feel nurtured by their parents and who feel connected to their school, their community and their peers tend to report better health and a higher sense of self-worth" (2008, p.2). Likewise McReary Centre Society, *A Picture of Health Study* states that *building protective factors such as family, school and cultural connectedness can assist even the most vulnerable youth to overcome negative experiences, and can assist young people to make healthier choices and can contribute to more positive health outcomes for all* (2009, p.54).

Kirshner, O'Donogue and McLaughlin (2005) claim more opportunities for youth perspective and involvement in the understanding of youth health needs to be explored in order to identify health issues that are important to youth, as indicated by youth, through working with youth as collaborators rather than research objects. "Examples of participatory action research seek to share ownership with youth by collaborating on research design and implementation... youth are not merely research assistants trained to collect data but instead share responsibility for direction and purpose of the project" (Kirshner et al. 2005, p. 137). They suggest that the involvement of youth in the exploration of youth health issues will not only aid in a deeper understanding of youth health, youth involvement can establish healthier communities as a whole. "Previous research supports the premise that participation in community activities is associated with behavioral well-being among adolescents" (Brennan, Barnett and Baugh, 2007).

The positive impact of youth involvement has been linked to an increase in academic performance during high school with greater school engagement. Youth involvement has also been linked to an increase in the likelihood of college attendance and reinforcing positive social values or setting an example (Eccles and Barber, 1999); Lamborn, Brown, Mounts and Steinberg, 1992); (Youniss and Yates, 1997).

Youth Leadership | Psychology of Involvement

How can involving youth as leaders empower youth? The Sierra Health Organization published a report titled *Participation Produces Positive Youth Development* in which they discussed the important role of youth leadership in healthy development; they also discussed the challenges in establishing healthy leadership environments where youth and adults once had misconceptions of each other. The report stated that healthy environments could establish a partnership between adults and youth.

Perhaps the greatest challenge to implementing successful youth leadership activities is the perception (or misconception) that adults and youth have of each other... The field of youth development encourages adults to view youth as partners and resources—individuals who have something meaningful to contribute, such as time, energy, creativity or knowledge. All too often, however, adults see youth as objects—individuals who do not have the knowledge, judgment, experience or skills to make decisions or contribute. These types of negative perceptions (whether conscious or unconscious) are sometimes referred to as adultism, defined as behaviors and attitudes based on the assumption that adults are better than young people, and entitled to act upon young people without their agreement. Adultist perceptions limit adults' ability to see youth in meaningful roles and can interfere with an organization's attempts to implement youth leadership activities' (Paul and Lefkovitz, 2006, p.8)

Design | Empathy and Social Responsibility

Design plays an invaluable role in the human perception of life, nature, politics, science and interaction. As the global landscape changes, boundaries within design practice; the role of design, designer and design process are in transition. Saunders and Stappers (2008) suggest, in order to produce sustainable design outcomes, the design community must look beyond the scope of designer-client relations and seek opportunities and outcomes which can provide visual communications, products and services that are developed by or with the user, for the user. This transition is "creating new domains for collective creativity" which transform and support "sustainable ways of living for the future" (2008, p.5).

There are an increasing number of terms for this type of design practice including 'participatory design', 'interdisciplinary design', 'human centered design', 'transformative design', 'social design' and 'co-design' (Buchanan, 2001); (Frascara, 2002); (Saunders and Stappers, 2008); (Lee, 2009).

These types of approaches are proactive rather than reactive and place value on the importance of the end-user. Likewise end-users and stakeholders are seen as playing an important role in the process rather than the just the recipients of the design. All place a high level of importance on the cultural impact of design and the role of design in the understanding and function of society. These approaches see design itself as an affirmation of human dignity (Buchanan, 2001), (Frascara, 2002).

Frascara suggests that design is an "essential instrument for implementing and embodying the principles of the constitution in everyday lives of all men, women and children. Design is not merely the adornment of cultural life but one of practical disciplines of responsible action for bringing the high values of a country or a culture to concrete reality, allowing us to transform the abstract ideas into specific, manageable form" (Frascara, 2002 p.142-3). Buchanan states "human-centered design is fundamentally an affirmation of human dignity" (Buchanan 2001, p37).

Lee (2009) explains these types of approaches exist to reconcile the gaps between 'outsiders' and 'insiders' in message and product creation processes through collaborative practices.

Co-design | Transformative Space

The process of co-design refers to the collective creativity and involvement of all parties applied across the entire design process. Co-design acknowledges creativity and design capability in all participants as valuable across the entire process (Saunders and Stappers 2008). It seeks to establish a collaborative space where individuals can dialogue and engage in a partnership of communication through language both visual and verbal in order to increase understanding; "the ideal form of communication is dialogue, where the interaction allows for exchange and adjustment and for the building and extending of shared terrain" (Frascara, 2002, p. 34). Frascara suggests that if design is concerned with "affecting the knowledge, attitudes and behavior of people" (2002 p. 34) the process of design should be a partnership in which a common terrain is sought where the originator and interpreter are able to connect. (2002). This collaborative space can be transformational and allows for cross-disciplinary connections in order to produce outcomes based on direct community needs.

The space in which collaboration and co-design take place holds significant importance. In Lefebvre's *Production of Space* (1966), he argued that the space in which we interact is not pre-existing but rather a created space. He referred to this created space as the 'social space'. In this social space there exists three subsets for how we deconstruct space; spatial practice, how we create space; 'representations of space' how we represent space; and 'lived space' the space in which we interact. There are also particular space classifications individuals in society. There is 'abstract space', this is the space for the experts; and there is 'concrete space', the space that is for the people. Traditionally abstract space has been held in higher regard. Lefebvre was dedicated to understanding of what he termed 'the realm of collaboration' this is the area in which concrete and abstract space meet. He argued that explorations and reconciliations where the social spaces meet is the space which can offer the most value (1966).

Lee (2009) discusses Lefebvre's social space in relation to the transformation of the role of the designer; from artifact producers, to facilitators and educators. Lee stresses that designers must invite clients to become involved in the process and calls for designers to "reinterpret the design process" working with designers and working with people are at opposite poles of an axis that can be mapped parallel to this diagram of the new relationship within the three spaces. The modes of participation are identified, including Public Participation (PP) in abstract space, Community Participation (CP) in concrete space and Design

2.1 DESIGN RESEARCH MODEL

Participation (DP) across the overlap space of the realm of collaboration” (2009 p. 33) DP is a new attitude towards playing the game that will try to change the nature of the game (2009, p. 32).

Through the process of co-design, a space can be established which allows for interdisciplinary explorations that can transform designer and community roles along with final design outcomes.

Design Research

“The design of the design method and design of the research method are tasks of a higher order than the design of the communications” (Frascara, 1997, p. 33).

This study employed a co-design process in order to increase participant involvement during all levels of the design research. Saunders and Stappers write about this process in *Co-creation and the New Landscapes of Design*, “By co-design we indicate collective creativity as it is applied across the whole span of a design process” (2008, p. 2). They place an increased emphasis on the front end of the research process. The “front end describes the many activities that take place in order to inform and inspire the exploration of open-ended questions (p. 2). They refer to the front end of the process as being fuzzy... because of the ambiguity and chaotic nature that characterize it. In the fuzzy front end, it is often not known whether the deliverable of the design process will be a product, a service, an interface, a building, etc. Considerations of many different natures come together in this increasingly critical phase, for example the understanding of users and contexts of use and the exploration and selection of technological opportunities such as new materials and information technologies, etc (p3). The fuzzy front end allows for design processes which produce an outcome that has been informed by a participant (end user, stakeholder or larger community) involvement in the process and determines what should or should not be designed.

The research method for this study followed Nobel and Bestly's (2005) model for design research as outlined in *Visual Research, An Introduction to Research Methodologies in Graphic Design*, in which they refer to the new role of the design as “reflective practitioner” (2005).

They break down the design research process into four key areas:

1. Definition
2. Divergence
3. Transformation
4. Convergence

Definition

According to Bestly and Nobel (2005) the first stage of design research is termed definition; it is during this stage that the designer asks key questions in order to "establish the nature of the problem" and "assess whether visual communications can make a significant contribution to its reduction" (2005, p. 32).

Divergence

This is the phase of research where the the designer "should put aside any initial assumptions about the way the final product might look" (2005, p. 34). In this phase, background research and experimentation take place which can diverge into a variety of directions. This stage is important as it allows for creativity within research. It also allows room for the design process to open up to opportunities for the designer to get to know their audience (2005, p. 34) by gathering quantitative and qualitative data through researching the audience.

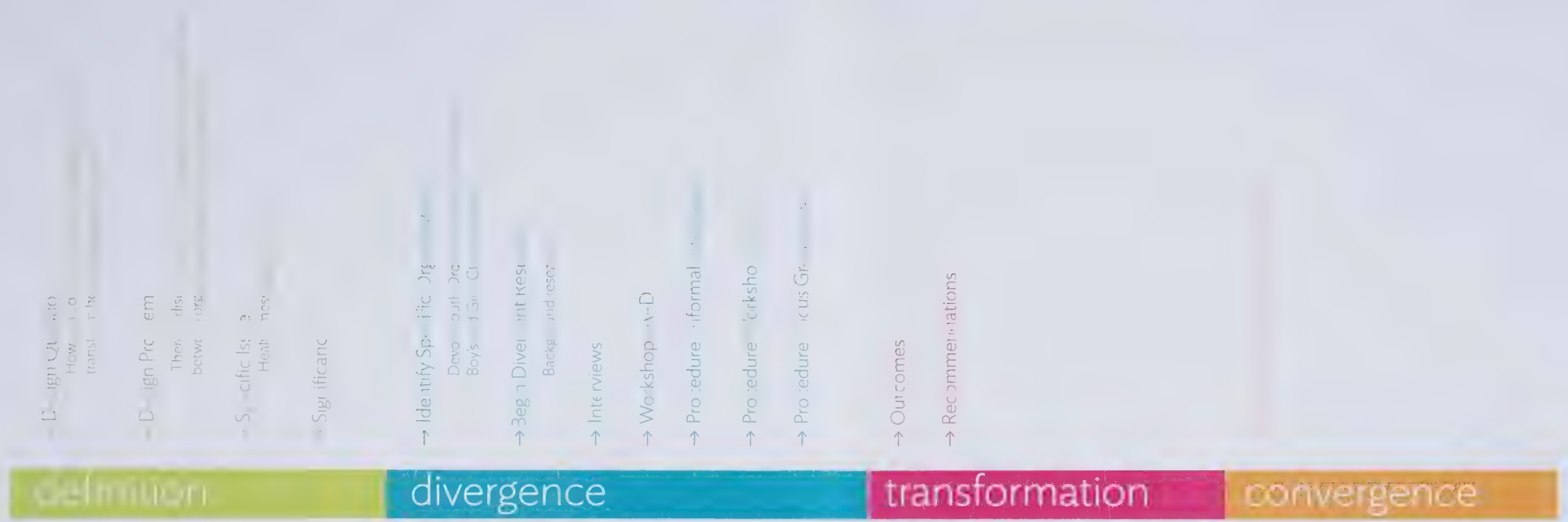
In ethical communications, the producer has to speak the language that the audience can understand. If the producers really want to communicate, that is, to be understood and not just listened to, they should remember that people can only relate to things that they already understand, and that it is impossible to communicate, therefore, without using the language of the audience in both style and content (Fascara, 1997, p. 17).

Transformation

Frequently, designs fail because the use of visual language is foreign to the audience (Fascara, 1997, p. 13). Once the divergent research has been conducted the designer can examine the motives behind any proposed visual solutions based on experience gained from the divergent research. The designer or team can determine which direction is appropriate (B and N, 2005).

Convergence

As the final stage in the design research process once the background divergent and transformation research has been conducted. The findings can converge into the final outcome (2005).



Noble and Bestly (2008, p 31)

Co-design Research Process



fuzzy front end
uncertainty

In what ways can community-led co-design processes transform health messages for youth?

Definitions | Co-design Process, Non-profit Community, Community Activation, Community-led Health Message, Youth Health Messages

Co-design Process

Co-design places an equal emphasis on the participation of community members being; the non-profit organization staff, volunteers, donors and designers in the development of messages. The approach facilitates message development for the community by the community. Some benefits of this approach may include the transformation of roles within message development, a greater sense of ownership of the message by the community members, a greater understanding of critical issues and an opportunity for participants to continue to be advocates or catalysts for change within the community.

Non-profit Community

The term 'non-profit community' includes the greater community of individuals that are associated with a non-profit organization. This can be divided into three sub-categories:

- The non-profit 'direct' community; the community of staff volunteers and other individuals who are involved in the organizations day to day operations.
- The non-profit 'aid' community; the community the non-profit provides its service to.
- The non-profit 'donor' community; the community which provides the funds for the non-profit to operate.

Community Activation

Some benefits of a greater sense of ownership of the messages created may be community-led awareness surrounding the issue of youth health. The activation may happen if community members inform other community members about issues inherent to their particular community.

Community-led Health Message

The term 'community-led health message' refers to a message that has been identified and created through the involvement of the community members of non-profit organizations.

Youth Health Messages

The term youth health message includes both the visual and verbal information that is conveyed in visual communications in this case, about health and well being. This type of message could take on the form of posters, ads, billboards, products, services, social media, etc. Both the process of creating health messages and the response to the health messages can be transformative for the creators and audience.

Youth

The Oxford Dictionary (2012) defines youth as "the period between childhood and adult age". The United Nations (2012) defines youth as "as those persons between the ages of 15 and 24 years of age". Development programs such as the Office of Mental health (2012) and Alberta Health Services (2004), identify youth as young the age of 5. Youth involved in this study are identified as young as six years of age.

An Area for Design

The Disconnect Between Non-profit Organizations and Their Communities in Message Development Processes

A disconnect between organizations and their communities in message production was identified in a series of pilot workshops during a graduate studies design course, with course-based ethics clearance. These were conducted with the Edmonton Dream Centre in March 2010. This disconnect was further addressed in the discussion with a global non-profit organization regional manager in July 2011.

In 2010, workshops were held with women from the Edmonton Dream Centre; a long term care facility for women recovering from substance abuse. The workshops were held to provide insight into the creation process and development of messages regarding substance abuse. The participants identified two major disconnects with messages regarding substance abuse:

1

the non-profit aid community could not identify with the messages produced because they could not “see themselves in the message” (Workshop participant, 2010)

2

the messages being produced were actually communicating the opposite of what was intended; ‘anytime there is an image, name or any type of reference to drugs, it does not matter what the message is about, all I want to do is use’ (Workshop participant, 2010)

The workshop participants explained that many of the messages being created were not producing the desired outcomes and they questioned why individuals producing these messages did not consult individuals who could empathize with the message through life experience.

During the workshops the participants designed their own messages regarding substance abuse, awareness and recovery. They explained that the messages produced during this type of process were not only empowering for them, but provided clearer insight into the issues because the information was provided by someone who had direct life experience.

DEFINITION

A discussion with a non-profit organization community member (Piercy, 2011) outlined that a three level disconnect occurs within the greater non-profit community and this disconnect makes the message creation process increasingly difficult. Within the non-profit greater community there are three sub-communities:

1

the non-profit direct community; this is the community of staff, volunteers and other individuals who are involved in the organizations day to day operations

2

the non-profit aid community; this is the community the non profit provides service for

the donor community; this is the community which provides the funds for the non-profit to operate

During the discussion it was noted that it was difficult to gauge how effective the messages directed to any community were; and that more needed to be explored in terms of how the three communities could connect. Often the messages tailored to the one community did not involve input from other communities and it was uncertain whether non-profit organizations should produce a single message for all three communities or produce multiple messages. Also identified was a need to explore opportunities in which the three communities could dialogue or share in order to understand each other.

Further interviews revealed that messages are often created by a few individuals for a large group utilizing top down or bottom up process (Lee, 2009, p35). Non-profit organizations were unsure how effective their messages were. *Getting Attention (2012) Getting Attention: Helping Non-Profits Succeed Through Marketing* produced a study that stated 75% of messages created by non-profits were not connecting with their audiences.

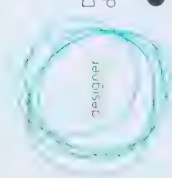
Co-design Process | Connecting Communities

The initial hypothesis was that the co-design process could establish a collaborative space in which non-profit communities could connect in order to explore messages across communities. The hope was that this connection could inform the message outcome through participant involvement.

The intended purpose was that the process would allow for the messages to begin with a spark (or need for message creation) and could then be explored in the space of collaboration, thus moving away from the traditional top down or bottom up message creation processes in order to implement a process for continual growth.

The co-design process would allow for the flexibility during the divergent stages of research that could inform the transformation and convergent stages of research, transforming communities as well as messages through the process allowing the message to grow outwardly from the transformative space of collaboration.

The proposed process began with the designer identifying key issues and processes during the definition stage of research. The transition into the divergent stage of research would first involve the client, or organization and their community. The hope was that the proposed process could establish a collaborative space for message identification, communication and design, where transformations could occur.



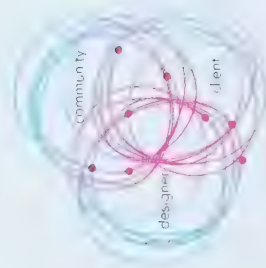
DEFINITION / DIVERGENT
design exploration

- process development



DIVERGENT / TRANSFORMATIVE
co-design exploration

- develop workshops
- role exploration
- projected moments of transformation

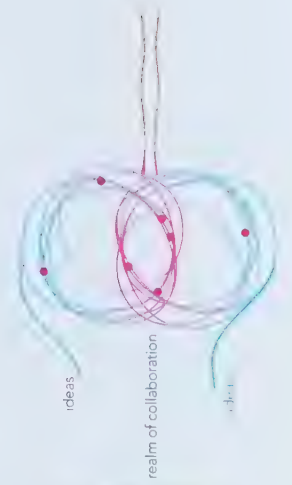


DIVERGENT / TRANSFORMATIVE
co design exploration

- carry out workshops
- role exploration
- projected moments of transformation



DIVERGENT / TRANSFORMATIVE
space exploration



new ways forward / transformation / convergence

Youth Health Messages | An Issue For Design

Youth health messages were identified as a specific issue for design exploration because of the International Year of Youth, which emphasized the importance of youth impact and involvement in society (United Nations, 2010).

Youth are a community that have been traditionally left out of message creation processes and outcomes. Their involvement through the co-design process would allow for a unique exploration of message creation.

The following questions were identified in relation to youth health and youth health messages:

- how do we support healthier youth?
- what health issues do youth need to know about?
- what health issues are youth concerned with?
- how do we create messages that communicate to youth?
- how do we empower youth to become change-agents in their communities?
- what messages do youth receive about youth health?
- how are these messages communicated?
- can co-design help?

The following themes were identified in relation to youth health messages:

- messages are created by adults
- not certain they resonate with youth
- not certain what youth feel is important to their health
- do not involve youth in the message creation process

DEFINITION

Significance

The definition stage of research revealed that there is a disconnect between non-profit organizations and their communities; that a co-design process could connect communities through a message creation process and that the issue of importance to communities for message exploration was youth health.

Development

In order to develop a strong base for this project background research included reading about design responsibility, transformative design and co-design processes, designer roles, the social space of collaboration, media forms, focus group facilitation, youth activation, youth psychology and youth role in society.

Case studies were also reviewed for this research.
They include the following:

IDEO Opensource. (2009) *Create Toolkit*.

1

Engaging Local Artisans as Co-Designers. This study talked about using empathy as a means of deep understanding of the problems and realities of the people you are designing for (p.10).

2

Bringing Eye Care to Children in Indian Villages

This study encourages storytelling as a good problem solving tool set. "Stories are useful because they are accounts of specific events" (p.12).

3

Finding Insights for Effective Marketing to Farmers

This study encouraged finding underlying themes that are discussed during focus group sessions in order to break down the ideas. "Finding themes is about exploring the commonalities, differences, and relationships between the information" (p.17).

DIVERGENCE

4.1 Identification of Organization

Identification of Organization

The Devon Youth Drop-In Centre

In August 2011 a relationship was established with the Devon Youth Drop-In Centre as they had expressed interest in the proposed research study. The Drop-In centre seeks to provide a positive and relaxed environment for the youth of Devon. "There are so many negative messages that our youth are exposed to everyday, we just hope to provide a positive place and send a positive message for them when they come to the DYDC" (Kathleen Painchaud, 2011). As the organization had been in a management transition for an extended amount of time they were interested in conducting community building workshops in hopes of connecting their communities on a deeper level.

Organization Change

Days before the workshops were to run the organization decided to close its doors for an undisclosed period of time in order to establish new management and procedures. The Devon Youth Drop-In Centre, now under the direction of the Boy's and Girl's Club of Leduc postponed the research study until further notice. In March 2012 the Boys & Girls Club of Leduc expressed an interest in conducting the proposed workshops at their Leduc location. The researcher met with the management team and it was decided that the research study would continue at the Leduc location. The management expressed that message exploration would be valuable to the organization. Because of this organization change, the demographic of participants changed slightly; The DYDC youth were 13–18 years, where as the B&GCL accepted youth as young as 6. The decision was made to continue with the proposed research study and tailor to a slightly younger group of participants.

The Boy's and Girl's Club of Leduc

The Boy's and Girl's Club of Leduc is a community non-profit organization that provides a community space for the youth of Leduc, Alberta to spend time in after school. The Boy's and Girl's Club of Leduc (2012) seeks to provide a positive atmosphere for youth in Leduc by providing free after school and summer programs for youth to become involved in. The facility has, and continues to open it's doors to the youth on a weekly basis. The mission of the organization is "to provide a safe, supportive place where children and youth can experience new opportunities, overcome barriers, build positive relationships and develop confidence and skills for life (2012).

DIVERGENCE

4.2 Design Research Methods

Interview Design

Informal interviews were conducted with professionals, non-profit organization staff, communities and stakeholders.

The purpose of these interviews was to uncover information surrounding the area of message creation processes within non-profit organizations, the role of community in message creation and the role of Youth Voice.

Participants

Director of Samaritans Purse, Director of Rise Up House, Director of the DYDC, Director of the B&GCL, and anonymous participants.

Procedure

A letter of introduction requesting an informal interview was emailed, if participant accepted an interview was set up.

Data Collection

Handwritten account of interview.

Analysis

Key points noted.

Workshops A–D Design

Four workshops A–D were held at the B&GCL with youth and staff. The purpose of these workshops was to activate youth in the message creation process.

Workshop A: Photo-Scavenger Hunt

Participants

Youth and staff of the B&GCL.

Procedure

Youth were invited to participate in the youth voice session at the B&GCL. They were asked to respond to three questions:

- I am a _____
- _____ is really important to me
- _____ is healthy

Youth were then invited to participate in a photo-scavenger hunt that explored health issues.

Data Collection

Sticky notes were collected.

Photos were collected.

Analysis

Key points noted.

Visuals assessed

Workshop B: Collage

Participants

Youth and staff of the B&GCL.

Procedure

Youth were invited to participate in two collage designs.

Collage One, was to create a group (collective collage) about youth health.

Collage Two, was to create a personal message collage for someone else their age.

Data Collection

Group collage was photo documented.

Personal messages were photo documented.

Analysis

Key points noted.

Visuals assessed.

DIVERGENCE

4.2 Design Research Methods

Workshop C: Mask-Making

Participants

Youth and staff of the B&GCL.

Procedure

Youth were invited to create a mask and explore youth health messages by responding through a speech bubble response to the following questions:

- what would your mask say?
- what would your mask say about youth health?
- what would your mask say to someone else your age?

Data Collection

Group mask making and responses were photo documented.

Analysis

Key points noted.

Visuals assessed.

Workshop D: Brainstorming Session

Participants

Youth and staff of the B&GCL.

Procedure

Youth were invited to explore youth health messages with materials created in the previous three workshops.

Data Collection

Written responses were collected.

Group responses were photo documented.

Analysis

Key points noted.

Visuals assessed.

DIVERGENCE

4.2 Design Research Methods

Focus Groups Design

Two focus groups were held with designers, psychologists, non-profit organization staff and stakeholders.

The purpose of these workshops was to gain an understanding of adult perception of youth health, to engage in a discussion about the health message creation process and to present workshops A–D to adult participants.

Participants

Designers, psychologists, non-profit organization directors, staff and stakeholders.

Procedure

Participants were invited to brainstorm about youth health messages. Participants were shown visuals from workshops A–D. Participants were invited into a discussion about health message creation processes. Participants were invited to write down their responses.

Data Collection

Brainstorm sticky notes were collected.
Written responses were collected.

Analysis

Key points noted.
Visuals assessed.

DIVERGENCE

4.3 Process

Workshops A–D Process

Four co-design workshops were conducted with participants from the Boys & Girls Club of Leduc. During the workshops, participants identified shared ideas and created messages about youth health issues. Group sizes ranged from 8–47 (ages 6–15, both female and male). Given the nature of the club, a different group of youth was present for each workshop. Additionally, 3–5 staff, volunteers and stakeholders of the Boys & Girls Club of Leduc (ages 16+) were involved during each workshop. This study took place at the Boys & Girls Club of Leduc facility located in the Leduc Recreational Centre.

Recruitment of Participants

Recruitment posters for the workshops were placed in the B&GCL centre from April 15–May 29, 2012. There were multiple activities provided for youth at the B&GCL each day and individual volunteer participants for the Giving Youth Voice Workshops chose the workshop as their activity for the day.

Guardian Consent

As the participants were under the age of 18 they were asked to provide a signed guardian consent form in order to participate in the Workshops.

Youth Assent

As the study was about youth empowerment, participants under the age of 18 were also invited to provide their assent in order to participate in the workshops.

Workshop Assistants

Workshop assistants' were asked to sign an adult participation consent form in order to participate in the workshops. They were also asked to sign a workshop confidentiality agreement in order to act as a workshop assistant. The workshop assistants primary responsibilities was to provide any help to the volunteers during the workshop activities.

Facilitator

The design researcher was involved as the facilitator of Workshops A–D. The facilitators' primary responsibility was to provide the event activities for the volunteers as well as provide any additional explanation or help with the activities.

(full list of responses see: Appendix. ETHICS APPLICATION)

Workshop A Process

The Photo Scavenger Workshop was held on May 8, 2012. The purpose of this workshop was to explore youth perspective and create an image bank for workshops B–D and for the B&GCL to use in future message creation processes. Youth participants were invited to explore and to take photos of public health messages in their community context. The photos were printed and displayed/utilized in the following workshops. The participants were also invited to reflect on youth health issues by filling out a sticky note response to three questions.

Participant Profiles

Participants for the workshops were identified through their involvement with the B&GCL. There were 46 youth, 21 boys & 25 girls registered May 8 (*not all registrants participated*).

Objectives

- to explore youth perspective
- to explore youth health issues
- to explore photography
- to create an image bank



Activities

1

The facilitator opened the workshop with a short discussion about youth health. The facilitator then showed the participants a digital camera and instructed them how to use it. There was a short discussion about photo composition.



2

Participants were asked the following three questions about youth health and were invited to write their responses on a sticky note:

- I am a _____
- _____ is really important to me
- _____ is healthy



3

Participants were invited to take photos of the following: Happy, Healthy, Funny, Abstract, Sad, Big, Small, Bright, Tall, Close, Far, Important, anything of your choice.

Workshop B Process

The Collage Workshop was held on May 15, 2012 at the B&GCL. The purpose of this workshop was to create a collaborative collage and a personal collage about youth health messages. The final collaborative collage remained at the B&GCL for one week. The personal collages were collected and displayed in Workshop D.



Participant Profiles

Participants for the workshops were identified through their involvement with the B&GCL. There were 45 youth, 23 boys & 22 girls registered May 16 (not all registrants participated).



Objectives

- to explore collaborative message creation
- to explore personal creative creation
- to explore youth health issues

Activities

1

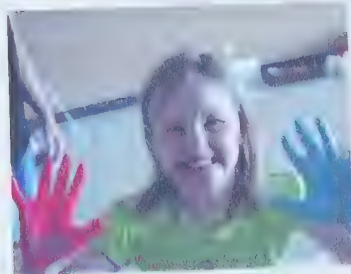
Participants were shown images from Workshop A.

2

Participants were invited to create a personal message for youth their age.

3

Participants were invited to create a collective message.





Workshop C Process

The Mask-Making Workshop was held on May 22, 2012 at the B&GCL. The purpose of this workshop was to create masks in order to discuss youth health issues. Youth participants were invited to create masks and were invited to reflect on their experience using a speech bubble response.

Participant Profiles

Participants for the workshops were identified through their involvement with the B&GCL. There were 46 youth, 23 boys & 23 girls were registered May 22 (not all registrants participated).

Objectives

- to explore the formal and social concept of masks
- to engage in creative activity
- to explore message creation

Activities

1

The facilitator explained the purpose of the workshop and the importance of creating masks that represent youth health issues.

Facilitator asked participants to create masks about youth health.

Participants were invited to write messages in speech bubbles

They were invited to answer the following questions:

- Give your mask a voice... what would your mask say?
- Give your mask a voice... what would your mask say about youth health?

DIVERGENCE

Workshop D Process

The Brainstorm Workshop was held On May 29, 2012 at the B&GCL. The purpose of this workshop was to explore youth health messages and to discuss messages created in Workshops A–C.

Participant profiles

Participants for the workshops were identified through their involvement with the B&GCL. There were 41 youth, 16 boys & 25 girls May 29 (*not all registrants participated*).

Objectives

- to discuss youth voice
- to discuss messages created in Workshops A–C
- to explore new messages

Activities

1

The facilitator began the workshop by describing the previous workshops to the participants. The facilitator also discussed youth health messages with the participants.

2

Participants were asked to respond to questions by writing their responses on large format paper. The questions were spread out around the room and participants could answer at their own pace.

3

Images from Workshop A were projected on the wall. Participants were invited to respond the collective collage and personal collages created in Workshop B.

4

Masks and speech bubble responses created in Workshop C were laid out on the floor and participants were invited to create new messages by choosing masks and responses and having their photo taken.



DIVERGENCE

4.5.1

Focus Groups Process

Two focus groups were held on September 18, 2012 and September 27, 2012 in order to discuss the Youth Voice Workshops and the future of creative communication for message development processes.

Recruitment of Participants

Individual volunteer participants for the focus group discussions were identified mainly through informal discussions with different community non-profit organizations and their community members. Community professionals, designers, communications experts and psychologists were also contacted via email or personal conversation.

Participant Profiles

All twelve individual participants had a professional background. Their professional backgrounds included, designer, government services project and communications coordinator, film director, CEO, events coordinator, psychologist, non-profit director, university student, retired (donor), teacher, writer and business owner. Each of them have been an active member in a non-profit community.

Objectives

- to discuss the role of youth in message development
- to discuss youth and community health
- to present workshops A–D processes
- to engage in conversation among professionals about creative communication processes

Facilitator

The design researcher was involved as the facilitator for the focus groups

Activities

1

The facilitator began the focus group by asking three questions and were invited to respond by filing out a sticky note:

- what would you say about youth health messages?
- what is the importance of youth health in communities?
- what is the importance of youth voice in message creation for any organization?

2

The facilitator spoke about the co-design process and the Giving Youth Voice Workshops A–D. Participants were shown visuals from the workshops and were invited to engage in a feedback discussion.

TRANSFORMATION

5.1 Outcomes

The divergent stage of research revealed that communities and messages can be transformed through community-led co-design processes. The space in which a community-led co-design process takes place is an important consideration and can be transformative. The explorations in this space provided insight to the non-profit organization about their community, message creation processes and youth health issues. Important youth health issues were identified by youth which enabled them to provide insight and become direct participants in the message creation process.

Interview Outcomes

Pre-workshop informal interviews revealed that non-profit organizations can provide safe spaces for individuals. Participants reaffirmed Piercy's notion that there can be a disconnect between non-profit communities;

[Non-profits] provide a place for youth to hang out. No matter what is happening at home youth are able to participate in activities or to hang out in the space provided by the non-profit. This is a positive experience.

Non-profits would exist in society regardless of whether or not they are labeled non-profits because there will always be people who are passionate about something and as long as there are people who are passionate their will be non-profits.

Post-workshop informal interviews revealed that there was a general concern about youth health and suggested that youth health is important for sustainability. They also discussed that youth are exposed to many messages and there is a need for positive messages that youth can be a part of or be exposed to. Participants were intrigued by the co-design process and thought that youth community in message creation would be beneficial. Participants noted that the space the design process takes place in, is important. The participants thought that the workshops provided insight into the 'thoughts that go through kids heads' (Participant Interview). The workshops provided youth a chance to be involved in something they are not normally involved in and the opportunity to see what youth really think about youth health.

It's important for community messages to reach out to kids and teens of all ages, and to do that you need to know what they are interested in and what they value.

I think it would be really interesting to see this as a huge community project.

TRANSFORMATION

5.1 Outcomes

Workshop A Outcomes

During this workshop, 280 photographs for a community image bank, the mini-brainstorm session produced 180 responses.

Outcomes

1

The mini-brainstorm questions received the following quantity of responses in a short amount of time:

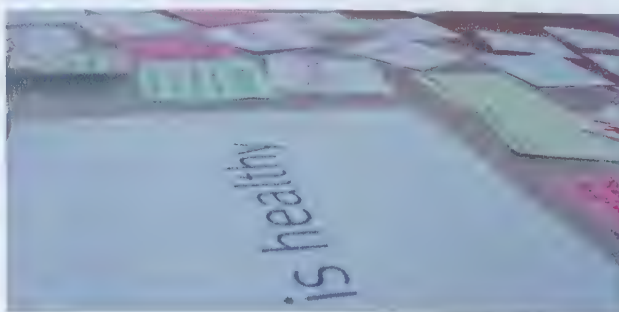
- Question 1 : received 38 sticky notes (some multiple responses)
- Question 2: received 70 sticky notes (some multiple responses)
- Question 3 : received 72 sticky notes (some multiple responses)

There was excitement around the room as this activity took place and youth provided their perspectives through direct responses. The response via sticky note provided anonymity to the participants and they were free to explore their ideas. The activity produced honest, fun and some sarcastic responses.

2

The photo-scavenger hunt produced 280 photographs for the photo bank with only 45 minutes of activity. It was difficult to end the session on time as the youth were excited about the activity. The youth were free to explore issues or images that were important to them. The activity created a buzz in the surrounding areas and other youth joined the session because they were curious about it. Youth were excited to take photographs of each other and were eager to be in the photograph either alone or with friends. Participants were creative in photographing existing environments and they even set up new scenarios and environments.

(full list of responses see: Appendix. DATA COLLECTION Workshop Responses & Notes)



TRANSFORMATION

Workshop B Outcomes

During this workshop one community collage was created and multiple individual collages were created.

Outcomes

1

When the participants were shown images from Workshop A they were intrigued by the photographs, they commented on the ones they thought were good and the ones that had individuals they knew in them. Beginning with this display worked well to opened up a discussion about youth health.

2

Initially, when the participants were invited to collage a personal message they were very quiet which seemed to suggest they struggled with this activity. Many participants were concerned about what other participants were writing or creating. As a result, many of the responses were identical or similar.

3

When the participants were invited to create a collective collage the activity began very orderly and quietly and then moved to a very high energy activity as youth began to make handprints on the canvas. This activity drew in other youth from different areas once again because of the high energy. The handprints later became an abstract image of colour as the youth began to make this a full-body activity, they were excited to do something they normally did not get a chance to do, play with paint. There was no final message stated on the canvas.



my son who is very introverted
came home just... rawwwr...
I had so much fun

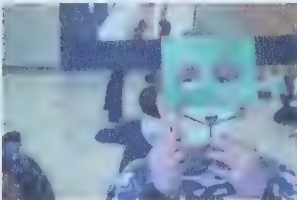
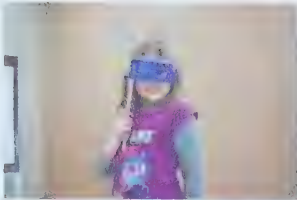
Workshop C

During this workshop participants created masks and explored questions about youth health

Outcomes

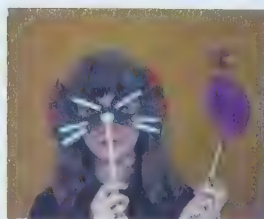
1

When participants were invited to create masks about youth health they worked quietly. This was a different quiet than that of Workshop B, the youth were involved in their creations and created unique designs. Although they were watching to see what others created they did not copy each other. They explored new identities for themselves. Some participants utilized images from the photo-workshop and created masks out of them



When participants were invited to write messages in speech bubbles the activity was active and energetic. Youth were excited to create messages and have their photo taken. There was a lot of laughter and freedom to explore their messages, some even liked to be photographed with other individuals' messages. Even the workshop assistants who were older were having fun responding to the questions and wearing masks. Sincere, honest and silly responses were created. This could suggest that the space and activity was comfortable for individuals to explore their ideas freely

(full list of responses see: Appendix. DATA COLLECTION Workshop Responses & Notes)



5.1 Outcomes

Workshop D Outcomes

During this workshop participants explored messages about youth health by utilizing materials constructed in the previous workshops.

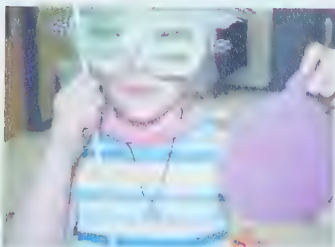
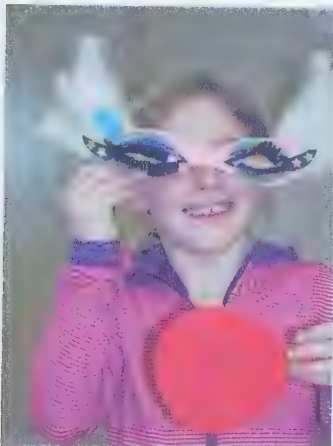
Outcomes

When participants invited to respond to questions about youth voice they struggled to provide answers as many of them were similar to other youth responses and the majority of participants asked the workshop assistants to write answers for them. This could suggest that this type of activity was not suitable for such a young audience.

2

When participants were invited to explore messages with materials created in previous sessions there was high energy. They had fun exploring with ready-made creations. The participants were respectful of the material and were concerned that they did not ruin any of the masks. Some of the same messages were similar to the original messages for instance, youth would try to find a message that connected to a particular mask. Sometimes the message matched the original designers mask sometimes it did not

(full list of responses see: Appendix. DATA COLLECTION Workshop Responses & Notes)



TRANSFORMATION

5.1 Outcomes

Focus Groups Outcomes

Outcomes

1

When participants were invited to respond to questions about youth health the participants did not generate as many results. Adult participants wanted each question clarified and were concerned that their responses were 'correct'. The adult participants engaged in a discussion about the definition of the term 'youth' before they could continue with the brainstorm. In contrast this was notably different as the youth just began filling out multiple responses uninhibitedly in their brainstorming activity.

The brainstorm responses indicated that participants acknowledged the value of youth input into messages for other youth, and that it would be good to know what issues were important to youth themselves as messages for youth tend to be 'created by adults' and were 'preachy'. The participants suggested that more needs to be done to work toward understanding what youth health needs are.

2

When the participants were invited to engage in a feedback discussion about the co-design process and Workshops A–D the participants were excited about the youth explorations and saw this as a way forward in connecting communities (adults and youth). The participants were excited about the process and content of the workshops and saw potential for the outcome of the workshops to turn into a campaign for Giving Youth Voice. Overall the participants were intrigued by the co-design process and felt that the designer should educate clients about producing messages in this way, as a means to involve communities in message creation allowing for authenticity.

(full list of responses see: Appendix. DATA COLLECTION
Focus Group Responses & Notes)

TRANSFORMATION

5.2 Emergent Themes

Data was collected through discussions and interviews with community members and professionals, focus groups, sticky note responses, photo documentation, questionnaires, notes, and general observation. Quantitative data was compiled and content analysis was performed on qualitative data which was designated into emergent themes directly related to the research question:

In what ways can community-led co-design processes transform health messages for youth?

Common themes emerged from the four categories; Community-led Processes, Co-design Processes, Health Messages and Youth. Content was also analyzed by framing 'in what ways' the process was 'transformative' for the message.

Commonalities between the themes emerged and the four categories could be broken down into two as a result of similar outcomes. Subsequently the two categories were; Processes and Messages. The quantitative data analysis also confirmed the transformation of Roles, Message and Space.

TRANSFORMATION

5.2 Emergent Themes

"I think it would actually give people an idea of what to do to help the youth again. We are all guessing if what we are doing is correct right down to what do they want? What do they feel their community is missing? How can a community help them? I think it would be interesting to see if we are all on the right page and if we are not then at least it would give people an idea as to where we should be going."

"changing the format of message creation may be innovative... history is ready for change there is a mistrust that has resulted from corruption, this affects humanity world wide. Truth in advertising is long overdue. I see this format in message creation as a move to restore trust"

Emergent Themes

The following themes related to community-led processes were derived from participant responses and observations.

PROCESS

Community-led Processes

This type of process allows for the messages to be created for the community by the community thus giving ownership to the community; community involvement also establishes credibility. The research suggests that community-led processes:

- are holistic
- allow for message ownership and buy in
- establish credibility

"these would be interesting tools to present to a community to see what comes out, [so we] get a better understanding of what people are feeling."

"It is important to have trust and credibility"

Co-design Processes

This type of process encourages freedom of exploration and opportunities for input and perspective from different communities through the entire process which brings in a diverse voice and applicable message. The nature of co-design allows the collaborative space to be explored; the explorations build community trust. The research suggests that co-design processes:

- build trust
- provide opportunities for leadership
- allow for freedom of exploration
- allow for diversity of voice

"co-design means there is buy in from all groups"

"people who are directly affected by the product have input"

"it is really important for kids of the same age group to mentor each other, just to have those positive relationships and... actually that ability to mentor each other really it is surprising to see who will step out of their comfort zone to do it and that is really empowering for them. "

TRANSFORMATION

5.2 Emergent Themes

"unfortunately the messages tend to be created by adults and they are preachy"

MESSAGES

Health Messages

The research suggests that youth involvement in health messages creation would provide a youth perspective and help to identify issues that are important to youth. It is noted that participants thought messages for youth are usually created by adults. The research suggests that health messages should:

- bring new perspective
- must be authentic
- must be empathetic

"media messages are too idealistic"

"I think they are aimed at parents not youth"

"there is presently mixed messages for youth"

"youth voices reach youth"

"youth voice inspires other generations"

Youth

The research suggests creating messages for youth is valuable because the youth demographic is essential for the future. Participants note the importance of the youth sector in society and that we must be empathetic to their needs. The research suggests that youth:

- are the future
- are an important sector of society
- are powerfully influential

"youth voice has the power to overtake the market unlike any other generation"

"very important, I think these messages would keep the youth conscious of their health so as to support younger and older generations"

"youth are our future in communities and everywhere else so their good health is important to community future"

"It was nice to see some time and effort put into listening and hearing what youth have to say. The kids loved to have their thoughts be important and that is a privilege rarely given to young children"

(full list of responses see: Appendix. EMERGENT THEMES Responses & Notes)

community-led

The message came from youth and youth were excited about what others their age had to say or explore

Youth spoke with others about issues they explored during the workshop

Youth and adults were drawn into the discussions and activities because of the energy of the workshops

"I think you need to see your target audience respond to the message and be changed"

"It is important to have support from the community, businesses"

"I think it would be really interesting to see this as a huge community project... I think a lot of times people always assume what kids think, and how they see, and what they think and it would be interesting to see what would really come out of it. To see if this is what they are really thinking, or just what people think they are doing. So I think it would be really an interesting experience, on a community basis"

"Non-profits would exist in society regardless of whether or not they are labeled non-profits because there will always be people who are passionate about something and as long as there are people who are passionate their will be non-profits"

For the community by the community

The message grows from within as opposed to top down or bottom up

Youth were engaged with the activity and even drew in other youth from other activities

The activity created a buzz in the surrounding spaces

Organizations sometimes present different messages to donors and to their community because of perceived different needs

Messages from community directly to the donor resonate, even more so if the donor is involved.

"leaving the donor out of this discussion alienates their funding and support"

"There needs to be a "buy in" by share holders"

"these would be interesting tools to present to a community to see what comes out, [so we] get a better understanding of what people are feeling"

"I think it would be a really interesting idea to do on a community basis"

On workshop A: "The photo portion for sure would be interesting in terms of advertising. We take a million and one pictures and we use those pictures in our advertising or thank you cards for whatever we need, but I could see this would be an interesting perspective, or interesting tool to give that birds eye view of what people see"

"a wide and diversified amount of messages"

For the community, by the community transfers the ownership of the message to the community rather than from the organization

Donors are fatigued: they are being asked over and over again for their money, they tired of being presented messages that do not present the "truth"

Donors see a lot of non-profit advertising as abusing trust or presenting false ideas about where money and time is allocated or what the non-profit is actually doing in the community

Youth were interested in what their peers were creating, exploring

Youth sometimes would copy their friends messages, or expand on them.

Youth were excited to share their explorations, messages

"It is important to have trust and credibility"

"The most impact is one to one mentorship relationships where older/other youth may impact younger youth. Or if someone has been through something if they can share with youth who are going through it now that is really powerful and important"

"I think it [community-led process] would actually give people an idea of what to do to help the youth again. We are all guessing if what we are doing is correct right down to what do they want? What do they feel their community is missing? How can a community help them? I think it would be interesting to see if we are all on the right page and if we are not then at least it would give people an idea as to where we should be going"

If the message is coming from the community there is credibility

co-design process

Participants were excited about the subject matter
Participants were curious about their environment
Created new environments
Youth were engaged with the activity and even drew in other youth from other activities There was a lot of energy
During Workshop A there was 280 photographs taken by participants in 45 min
Youth were engaged with the activity and even drew in other youth from different activities
One parent commented that they were very excited to see their child participate in the group painting, because their child was normally reserved and shy but seemed to be having a really fun time

"co-design means there is buy in from all groups"
"people who are directly affected by the product or service have input"
"understanding the perspectives of every group participating to client, audience, community"
Designer is seen as leader/facilitator/trainer for this type of process.
Designers can educate organizations who will then be able to lead this type of process.
Communities lead the development of what is important to them
"changing the format of message creation may be innovative... history is ready for change there is a mistrust that has resulted from corruption, this affects humanity world wide. Truth in advertising is long overdue. I see this format in message creation as a move to restore trust"
"Term 'Graphic Design' is somewhat misleading, you should term yourself a co-designer"

"So fun it was easy and really opens your mind to out of the box thinking"
"Do you remember I was panicking when you were said "I am going to give them these cameras" and I was like oh my gosh.. don't break the camera, don't break the camera... and again an opportunity to do something they do not normally do and they succeeded much past my prior palpitations. (laugh) Even to know that for them is an experience..."
"each individual was doing a hand print and its almost like they are putting their stamp on that piece of paper saying 'this is me, I'm here' and we actually have, you will see in your pictures, the wall from the one summer program where all the kids put their handprints, um... so it is interesting they started all putting their stamp on 'this is me, im here' and then they all mixed it together, it was very almost community-ish, because it was like ok we are all in here but you can't see us because we are part of the group."
"quite a few of [the participants] were our Torch members which is our leadership group, so it didn't surprise me who I saw going because those are the people who I kind of suspected would go, so it was interesting to see that"
"it is really important for kids of the same age group to mentor each other, just to have those positive relationships and... actually that ability to mentor each other really it is surprising to see who will step out of their comfort zone to do it, and that is really empowering for them"
"so it was interesting to see that they do feel safe enough here that they can speak out and truly say what is on their mind. It is kind of a good affirmation that we are doing what we say we are doing. And it is good to see that we are having some success and even just in that they had so much fun."
"my son who is very introverted came home just... rawwwwr... I had so much fun and just talking all about it you know he is very reserved and so he was really excited about the next weeks and it was interesting"

During the workshops participants were "allowed" to engage in opportunities not previously available to them for example young participants using cameras, playing with paint. This "permission" sparked creative responses.

Rarely did youth ask a lot of questions about the activity or questions, they engaged readily with high energy in the activities presented to them.

Collaboration allows for many voices to be heard

Youth engaged energetically in collaborative activities as fun exercises

The energy from the activities drew other individuals in to the activities

Youth involved tended to be the leaders of their community, however the space of collaboration brought out some unexpected leadership, shy individuals embraced the opportunities and were active in their responses

Allowed for an environment (social space) that can build trust among participants.

health messages

There was some use of the images from previous workshop

"Youth health is to work with others and youth health is good"

"Youth health is awesome"

"Youth voices reach youth"

"We need to have the voice of youth because they know what would appeal to other youth"

"Youth voice speaks for many in the same bracket so good for planning"

"Youth voice is up to date with the eg. government, issues like economy eating, social aspects"

"Media messages are too idealistic"

"for youth by youth"

"Youth health should involve more than physical health"

"Perhaps not enough focus on mental health limited accessibility"

"There are presently mixed messages for youth"

"Big on band aids"

"I think they are aimed at parents not youth"

"I learned that kids, even this young already have some strong views about important topics. it was very interesting to see what they thought when they aren't concerned about how their friends see them or to do what their parents say is right"

"These kids seemed to know quite a bit about eating right and being healthy, but it was interesting to let them know that there are other forms of being healthy. I think the workshop explained that well"

Interesting observation was that while bullying is the focus of a lot of the advertisements and initiatives within the BGCL and at school, the issue rarely came up during the explorations

Youth were more concerned with family and friend relationships

Youth speak for youth

Youth (even very young) are excited to share ideas with individuals their own age, they are eager to listen and be heard by older individuals

"Unfortunately the messages tend to be created by adults and preachy"

"I think they are aimed at parents not youth"

"Very important I think these messages would keep the youth conscious of their health so to support elders and younger ones"

"I think it would actually give people an idea of what to do to help the youth again, we are all guessing if what we are doing is correct. You know right down to what do they want? What do they feel their community is missing? How can a community help them? You know I think it would be interesting to see if we are all on the right page, and if we are not then at least it would give people an idea as to where we should be going"

"into listening and hearing what kids think and have to say. The kids loved to have their thoughts be important, and that's a privilege rarely given to young children"

Adult supervisors were surprised and excited to see the depth of responses from very young youth

Youth were concerned about the physical health issues discussed at the club and at school. They were also concerned about relational and mental health issues

This was encouraging to the adults to see/hear the youth perspective

Understanding where youth are at empowers the youth themselves by allowing them to voice their opinions, it also helps leaders and organizations to understand their youth on a deeper level

Are the voice of the future

Youth provide insight to issues that are important to individuals their age

"We need substantial population of youth in the community"

"It is more than recreation must include a holistic approach"

"very important, I think these messages would keep the youth conscious of their health so as to support younger and older generations"

"Critical for our future"

"Vital to our future"

"Inspires other generations (younger ones)"

Hope for a better/improved society is associated with youth voice

Adults still want input...

"It was nice to see some time and effort put into listening and hearing what youth have to say. The kids loved to have their thoughts be important and that is a privilege rarely given to young children"

Adults do recognize the importance of youth as the future of society and were quick to assume what it is they think youth need without consulting the youth themselves

Youth had a fresh perspective about issues that are important to them, their responses were usually optimistic while adults respond pessimistically

Even at a young age youth can create sophisticated responses/images/explorations of youth health messages

Relational health was very important to youth, not just physical health

"Needs youth input"

"For youth by youth"

"youth voice has the power to overtake the market unlike any other generation"

"Youth are our future in communities and everywhere else so their good health is important to community future"

"It is certainly not something that they would ever participate in school in terms of the really in-depth broader picture and question that you brought up and talked with them about, it is interesting to give them a task, and that is what you do with youth, you give them a task and then within that ask your questions, it is perfect forethought in terms of how to actually get really feedback, we talked about "silly answers" because that is what kids do but having a task focuses them to think a little bit more than to just blurt out some answers"

Young youth provided less inhibited responses during brainstorming activities, they did not seem as concerned as adults with providing the "correct" response or wondering what others would think of their response

TRANSFORMATION

5.3 Transformed

Transformed

Content was also analyzed by framing in what ways a community-led co-design process was 'transformative' for the messages created regarding youth health. The research suggests that the process itself is transformative and also transforms the messages created in the following ways:

ROLES

Comparative to traditional design processes and development the designer, client, donor, youth and community roles were transformed. The research suggests that the roles of the Designer, Youth and Community, Organization and Donor could be transformed.

Designer

The designers traditional role in process and development, visualization and production were transformed as the designer became a facilitator for the workshops and an educator for the process. The designer did not spend time constructing visuals as this was the new role of the greater community. The designer provided valuable direction and input based on their visual background but did not physically design anything.

Youth and Community

The youth and community roles in process and development were transformed from recipient of the final outcome to issue identifiers, message developers, photographers and message designers.

Organization

The organizations role in process and development was transformed from issue identifier and content developer/director to listener as the youth and community identified and directed the issues important to them.

Donor

The donor's role in process and development was transformed from recipient of the message in the form of call to action; to providing valuable input into the process which could allow for a greater buy in. A call to action through ownership.

TRANSFORMATION

5.3 Transformed

SPACE

By connecting abstract and concrete social space in the collaborative space the research was able to suggest the following; the space should allow for safety and equality in order for participants to explore ideas and visuals in a trusting or safe environment. This type of environment is conducive to new types of message exploration processes.

MESSAGE

The research suggests the following about messages utilizing the community-led co-design process; they are informed by the community which could allow for community ownership. The message has been created for the community by the community which can allow for a better understanding of the community.

transform

→roles of
designer
youth and community
organization
donor

→message

→space

Workshops

The youth become photographers, designers, message identifiers and creators

The designer introduces the objectives to the youth and leaders

The Organization (directors etc) observe

No longer top down

For youth by youth

Comes from within the community

The youth inform the message

Message is the direct voice of youth

Youth felt freedom to explore in the space provided to them

The BGCL has previously established safety and trust, the workshops were fun even if they explored heavier subject matter.

Focus Groups

Involve the donor earlier in the message creation process

Re-frame the term designer

Activate donor in the process of message creation

Still need design expertise, as facilitator or to train others in the process of co-design

There was multi-level buy in organization

Organization needs concrete objectives

Organizations are interested in authentic messages so would be willing to invest in this type of message creation

Space needs to be one of trust

It may not always be suitable to mix in donors/community but there could be a way share across

"I really liked the results/ideas around the 4th workshop with the kids learning messages/masks and allowing others to use and interpret these messages"

"there needs to be trust in the space"

Interviews

Opportunity to see the potential of their community

Opportunity to understand issues that are important to their community (not just assumed)

Donors are experiencing fatigue

Would be interested in being a part of the process

"consider yourself a donor and how you would feel when you receive a message directed at you, these messages, some of them even insult your intelligence, you are bombarded with these messages because the sender believes repetition is key"

Has the potential to bring more insight to all parties involved

"I learned that kids, even this young already have some strong views about important topics. it was very interesting to see what they thought when they aren't concerned about how their friends see them or to do what their parents say is right"

"These kids seemed to know quite a bit about eating right and being healthy, but it was interesting to let them know that there are other forms of being healthy. I think the workshop explained that well."

In what ways can community-led co-design processes transform health messages for youth

community-led
co-design
processes

transform
health messages
for youth

Limitations

This study was exploratory in nature. The following weaknesses in the study should be noted:

- The study was limited by the change in organization because of this the age of participants changed from 12–18 to 6–18. Written feedback and concrete data was difficult to collect.
- Due to time constraints, the concept of youth health issues was explored as a broad topic, many sub-issues were visually explored and identified. Extended time periods and more workshops would be necessary, in order to explore and identify specific youth health issues both visually and verbally.
- Based on the visual materials created during the study a visual analysis could be conducted explored with the B&GCL or with psychologists.
- Initially the study called for a public display of the visuals created in Giving Youth Voice. Because of the change in organization this did not happen due to time constraints. It would be beneficial to have an opportunity for public-community input and feedback, and also to host a workshop where the donor community could connect or be involved directly with the message creation process.
- The researcher could make initial suggestions about the design outcomes which were informed by the data collected, however the final design outcome should have participant input in order to maintain the co-design process philosophy.

Options for Future Research

Options for future research and co-design explorations which connect non-profits to their communities utilizing the information obtained from this research include:

- The option to use photos generated in Workshop A to be used to connect communities by utilizing the images to create narratives. Visual narratives could help to explore questions constructed by the designer or non-profit organization in order to address important issues.
- The option to use collective collage created in Workshop B as a large public display for the non-profit organization.
- A specific health issue or message could be identified and produced during the workshop and the collage could be displayed for the community or the public
- The donor community could be activated through Workshop D: Brainstorming. During an interview one participant suggested that the concept of workshop D lends itself to sharing ideas across boundaries, for instance if many donors were placed in a room with youth there may not be the same capacity to create a space of trust. If each community participated in separate workshops in their community of trust they could then share materials, visuals and outcomes across circles thus establishing a circle of trust between the two before they were engaged in activity face to face.

Conclusion | Answering the Research Question

The *Giving Youth Voice: Co-designing community-led health messages for youth* was initiated in order to examine community-led co-design processes as an avenue to connect non-profit organizations communities through message creation and explore youth health messages.

This study was exploratory in nature and the following was found:

The community-led co-design process was suitable for exploring a collaborative space where individuals can share ideas and connect with a larger community. The space was conducive to energetic message identification and production. This allowed for freedom of exploration and 'permission' to engage in activities and with other individuals that participants would not be exposed to under normal circumstances. The process was transformational and the transformation of roles, space and message was noted.

The study revealed that communities can be activated through co-design processes. Important health issues were identified by youth which provided insight to the organization regarding issues that were important to their youth constituents. As an unexpected outcome an important demographic of society, youth as young as six, were given the opportunity to identify and share health issues that were important to them. This opportunity provided insight into very young individual's understanding of health issues. The organization was surprised at the sophistication of responses and the youths' perception of their own health and well-being.

The study revealed that end-user or community participant involvement in message creation processes can help identify issues and provide insight to the organization. A community-led co-design process has shown exploratory potential to grow the message outward from the community, as opposed to traditional methods of top down or bottom up message creation processes.

Can this project—*Giving Youth Voice*— be utilized to inform designers and non-profit organizations about the process of co-design in order to create messages for non-profit communities? Further research and explorations need to be conducted which examine community activation as the basis for message creation.

Recommendations

A list of recommendations was created in order for the designer to “educate clients about the co-design approach” (Focus Group Response).

A Note to Designers

The suggestion was made to re-frame or clarify the term ‘design’ as to clients this term is confusing because it encompasses anything from product–print–web design. When the client hears the term ‘designer’ they do not think of a community-led outcome.

Establishing a Collaborative Space for Co-design

The space in which co-design takes place is of utmost importance and allows for the transformations to take place. When engaging in community-led co-design, it is imperative that there is trust and understanding which can allow for interdisciplinary freedom of exploration. Some organizations have fostered a space of this nature, however if that is not the case it is important to consider how this type of space can be created.

Materials

Materials should allow for exploration and be accessible to the participants, do not hesitate to bring in ‘expected’ materials and use them in ‘unexpected’ ways, allow for the participants to determine what those ‘unexpected’ ways are. For example during Workshop B there were many different material options for youth to use in the collage creations; there were markers, pens, crayons, paper, photos, glue, paint, paint brushes etc. the paint was on the floor in plates and they wanted to use their hands which created an unexpected outcome.

In some cases it will be necessary to provide individuals with instructions on how to use equipment and materials, for instance the youth were very excited about being ‘allowed’ to use digital cameras but needed instruction about how to use them.

Informed Design

A design campaign was created based on materials collected from the research study in order to present clients with “concrete examples and information” (focus group response) of how the workshop visuals and information could exist as a campaign for Giving Youth Voice. Although this step was not planned in the research outline, some of the recommendations will be applied to the design of concepts for a campaign for Giving Youth Voice, and will be shown in the visual display.

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1 ETHICS APPLICATION

1.1 Study Identification

All questions preceded by a red asterisk * are required fields. However, answering only the required fields may not provide sufficient information for the REB in order to evaluate your application.

Please answer all presented questions that will reasonably help to describe your study or proposed research.

- 1.0 * **Short Study Title** (restricted to 250 characters):
Giving youth voice: Co-designing community-led health messages for youth
- 2.0 * **Complete Study Title** (can be exactly the same as short title):
Giving youth voice: Co-designing community-led health messages for youth
- 3.0 * **Select the appropriate Research Ethics Board** (Detailed descriptions are available by clicking the [HELP link in the upper right hand corner of your screen](#)):
REB 1
- 4.0 * **Is the proposed research:**
Unfunded
- 5.0 * **Name of Principal Investigator** (at the University of Alberta, Covenant Health, or Alberta Health Services):
Jennifer Duby
- 6.0 **Investigator's Supervisor** (required for applications from undergraduate students, graduate students, post-doctoral fellows and medical residents to Boards 1, 2, 3. HREB does not accept applications from student PIs)

Bonnie Sadler Takach
- 7.0 * **Type of research/study:**
Graduate Student - Thesis, Dissertation, Capping Project
- 8.0 **Study Coordinators or Research Assistants:** People listed here can edit this application and will receive all HERO notifications for the study.
Name Employer
There are no items to display
- 9.0 **Co-Investigators:** People listed here can edit this application but do not receive HERO notifications unless they are added to the study email list.
Name Employer
There are no items to display
- 10.0 **Study Team** (Co-investigators, supervising team, other study team members): People listed here cannot edit this application and do not receive HERO notifications.
Last Name First Name Organization Role Phone Email
There are no items to display

1.5 Conflict of Interest

- 1.0 * Are any of the investigators or their immediate family receiving any personal remuneration (including investigator payments and recruitment incentives but excluding trainee remuneration or graduate student stipends) from the funding of this study that is not accounted for in the study budget?
☐ Yes ☒ No

If YES, explain:
- 2.0 * Do any of investigators or their immediate family have any proprietary interests in the product under study or the outcome of the research including patents, trademarks, copyrights, and licensing agreements?
☐ Yes ☒ No
- 3.0 Is there any compensation for this study that is affected by the study outcome?
☐ Yes ☒ No
- 4.0 Do any of the investigators or their immediate family have equity interest in the sponsoring company? (This does not include Mutual Funds)
☐ Yes ☒ No

- 5.0 Do any of the investigators or their immediate family receive payments of other sorts, from this sponsor (i.e. grants, compensation in the form of equipment or supplies, retainers for ongoing consultation and honoraria)?
☐ Yes ☒ No
- 6.0 Are any of the investigators or their immediate family, members of the sponsor's Board of Directors, Scientific Advisory Panel or comparable body?
☐ Yes ☒ No
- 7.0 Do you have any other relationship, financial or non-financial, that, if not disclosed, could be construed as a conflict of interest?
☐ Yes ☒ No
- If YES, explain:

Important

If you answered YES to any of the questions above, you may be contacted by the REB for more information or asked to submit a Conflict of Interest Declaration

1.6 Research Locations and Other Approval

- 1.0 List the locations of the proposed research, including recruitment activities. Provide name of institution or organization, town, or province as applicable (e.g. On campus, Alberta public elementary schools, shopping malls, doctors' offices in Lesser Slave Lake and Lac La Biche, AHS facilities in Zone 5, post-secondary students at UBC, UA, UT, McGill and Dalhousie, internet websites, etc.):
 Recruitment posters will be placed in approved public areas in the community of Leduc, Alberta. These public areas include: public elementary schools, public high schools, shopping malls, dentist & doctor's offices. These areas will be approved by the Boys & Girls Club of Leduc and the Town of Leduc
- Informal interviews and Workshops: A-D will be held at the Boys & Girls Club of Leduc, located in Leduc, Alberta
- Evaluation session materials will be displayed in public areas in the community of Leduc. These areas will be approved by the Boys & Girls Club of Leduc and the Town of Leduc. (see documentation)
- 2.0 * Indicate if the study will utilize or access facilities, programmes, resources, staff, students, specimens, patients or their records, at any of the sites affiliated with the following (select all that apply)
 Not applicable
- List all facilities or institutions as applicable:
- 3.0 * Indicate if the proposed research has or will receive ethics approval from other Research Ethics Board or institution. Choose all that apply:
 Not Applicable
- If OTHER, list the REB or Institution:
 Name
 There are no items to display
- 4.0 Does this study involve pandemic or similar emergency health research?
☐ Yes ☒ No
- If YES, are you the lead investigator for this pandemic study?
☐ Yes ☒ No
- 5.0 If this application is closely linked to research previously approved by one of the University of Alberta REBs or has already received ethics approval from an external ethics review board(s), provide the HERO study number, REB name or other identifying information. Attach any external REB application and approval letter in Section 7.1.11 – Other Documents.
 Not applicable

2.1 Study Objectives and Design

- 1.0 Date that you expect to start working with human participants:
 5/7/2012
- 2.0 Date that you expect to finish working with human participants, in other words, you will no longer be in contact with the research participants, including data verification and reporting back to the group or community:
 10/1/2012
- 3.0 * Provide a lay summary of your proposed research suitable for the general public (restricted to 300 words). If the PI is not affiliated with the University of Alberta, Alberta Health Services or Covenant Health, please include institutional affiliation.

This study will explore how a participatory design process can act as a catalyst for community activation through the development of health messages and as a means of youth empowerment for their own health and well being. This transformative action could lead to a stronger social voice for youth to become change-agents in their own community.

The study will involve participants from the **Boys & Girls Club of Leduc** (B&GCL), a community non-profit organization located in the town of Leduc, Alberta. The research will examine how the process of co-designing can transform youth health messages through participant involvement. Participants will be invited to engage with their community through identifying, creating, sharing and evaluating youth health messages.

The study will include informal interviews, workshops, and a community evaluation session. The outcome of this research will be community-led and may include, but will not be limited to, the development of concepts for an online collaborative space.

4.0

* Provide a description of your research proposal including study objectives, background, scope, methods, procedures, etc) (restricted to 1000 words). Footnotes and references are not required and best not included here. Research methods questions in Section 5 will prompt additional questions and information.

STUDY OBJECTIVES

The goal of this study is to explore community involvement in the process of designing public health messages for youth. Community-led ideas about youth health issues will be used to explore and create messages. The participants, community and designers will reflect on their role in message development. The findings will be used to help inform the co-design process and its role in the transformation of messages.

BACKGROUND

Boys & Girls Club of Leduc: The B&GCL is a community non-profit organization that provides a community space for the youth of Leduc, Alberta to spend time in after school. The B&GCL hosts anywhere from 20–50 youth per session.

RESEARCH QUESTION

In what ways can community-led co-design processes transform health messages for youth?

DEFINITIONS

Co-design process: Co-design places an equal emphasis on the participation of community members; the non-profit organization staff, volunteers and donors; and designers in the development of messages. The approach facilitates message development for the community by the community. Some benefits of this approach may include the transformation of roles within message development, a greater sense of ownership of the message by the community members, a greater understanding of critical issues and an opportunity for participants to continue to be advocates or catalysts for change within the community

Community activation: Some benefits of a greater sense of ownership of the messages created may be community-led awareness surrounding the issue of youth health. The activation may happen if community members inform other community members about issues inherent to their particular community.

Youth health messages: The term 'message' includes both the visual and verbal information that is conveyed in a visual communication, in this case about health and well being. These messages could take the form of posters, ads, billboards, social media, etc. Both the process of creating health messages and the response to the health messages can be transformative for the creators and audience.

Online collaborative space: If time allows, a concept for an online collaborative space may be created for the Boys & Girls Club of Leduc as a sustainable resource for the Club to continue to work with youth to explore the development of health messages for youth. This will not be tested online.

SCOPE

- 5.0 Describe procedures, treatment, or activities that are above or in addition to standard practices in this study area (eg. extra medical or health-related procedures, curriculum enhancements, extra follow-up, etc):
Not applicable
- 6.0 If the proposed research is above minimal risk and is not funded via a competitive peer review grant or industry-sponsored clinical trial, the REB will require evidence of scientific review. Provide information about the review process and its results if appropriate.
Not applicable
- 7.0 For clinical research only, describe any sub-studies associated with this application.
Not applicable

3.1 Risk Assessment

- 1.0 * Provide your assessment of the risks that may be associated with this research:
Minimal Risk - research in which the probability and magnitude of possible harms implied by participation is no greater than those encountered by participants in those aspects of their everyday life that relate to the research (TCPS2)
- 2.0 * Select all that might apply:
- No Participants might feel physical fatigue, e.g. sleep deprivation
- No Participants might feel physical stress, e.g. cardiovascular stress tests
- No Participants might sustain injury, infection, and intervention side-effects or complications
- No The physical risks will be greater than those encountered by the participants in everyday life
- No Participants might feel psychologically or emotionally stressed, demeaned, embarrassed, worried, anxious, scared or distressed, e.g. description of painful or traumatic events
- No Participants might feel psychological or mental fatigue, e.g. intense concentration required
- No Participants might experience cultural or social risk, e.g. loss of privacy or status or damage to reputation
- No Participants might be exposed to economic or legal risk, for instance non-anonymized workplace surveys
- No The risks will be greater than those encountered by the participants in everyday life
- 3.0 * Provide details of the risks and discomforts associated with the research, for instance, health cognitive or emotional factors, socio-economic status or physiological or health conditions:
The risk to adult participants is minimal and no greater than may be expected during any group activities or discussion about health issues. The risk to the youth participating in this study is minimal and is no greater than might be expected within a regular day at the Boys & Girls Club of Leduc. While exploring youth health messages in the form of visual images, discussion and response, participants are not likely to be exposed to any visual or textual information that they would not encounter in their daily lives. It is possible that through the exploration of youth health messages, topics may arise that lead to emotional responses although it is not likely that these responses will be greater than those experienced on a daily basis
- Total privacy and confidentiality cannot be guaranteed due to the nature of the group settings and the co-design processes in the workshops
- 4.0 * Describe how you will manage and minimize risks and discomforts, as well as mitigate harm:
To ensure that there is minimal risk to human participants involved in the outlined research activities,
- The principal investigator has been trained to
- Be aware of the ethical considerations of working with human participants (has read and am familiar with the GFC Policy Manual Section 66)
 - Conduct studies in an ethical and appropriate way, to consider the comfort level of the participants, where possible and to preserve the anonymity of participants through proper data collection, storage and disposal methods,
 - To respect the dignity of any persons involved in this project
 - Describe the study to the participants and what is being asked of them, outline the risks and benefits of being involved in the study and thank them for their participation
- The Principal Investigator, Program Director, Boys & Girls Club of Leduc staff and Workshop Assistants will be present during the activities. The Program Director, Principal Investigator and Workshop Assistants will monitor the activities and will ensure that all the youth are at ease. Although the risk is minimal participants will have access to trained professionals through the Boys & Girls Club of Leduc
- Participants will be fully informed of the purpose of the project. Consent and assent forms will be completed prior to the workshops and interviews. Participants will be told that their participation is voluntary and that they can withdraw at any time (and have their data removed) without penalty. In the unlikely event that any participant becomes distressed or uncomfortable during a study, the testing will be stopped immediately and

the participant will be referred to the appropriate personnel. Participants will be encouraged to ask questions regarding the project

Requests for anonymity will be honoured wherever possible and participants will be informed of situations where anonymity may not be possible. Before activities begin, participants will be reminded that what is discussed needs to remain confidential. They will also be reminded that if there is something that they would not like to discuss or have known, that they should not feel any pressure to share it with the group. However, due to the reality that participants cannot be held to this, confidentiality cannot be guaranteed in these activities. Researchers (and workshop assistants) will be asked to sign a Confidentiality Agreement (see documentation, Confidentiality agreement)

- 5.0 * If your study has the potential to identify individuals that are upset, distressed, or disturbed, or individuals warranting medical attention, describe the arrangements made to try to assist these individuals. Explain if no arrangements have been made:
Although the risk to participants is minimal, arrangements will be made to have a trained professional from the Boys & Girls Club of Leduc on-site during the workshops. If any discomfort is noticed participants will be invited to meet with the trained professional, and their parents/guardians will be contacted

3.2 Benefits Analysis

- 1.0 * Describe any potential benefits of the proposed research to the participants. If there are no benefits, state this explicitly:
Participants may benefit through learning about the process of message development. Participants will also learn about photography, collage methods and mask-making. Participants can gain a greater understanding of the importance of community and youth health messages. I hope the community can be activated through involvement in the message creation process and that the process can act as a catalyst to empower the participants to become change-agents within the community

The project will involve collaboration between non-profit organizations, stakeholders, community members and designers. The co-design approach will focus on engaging the participants in order to share ideas and create messages thus utilizing the ideas drawn from many knowledge backgrounds in order to establish community ownership. Non-profit organizations working for, and with youth, can benefit from this approach with the emphasis on community ownership in the development of messages for specific communities
- 2.0 * Describe the scientific and/or scholarly benefits of the proposed research:
The exploration of co-design processes and research methods can inform designers, community members, social organizations, policy makers, design scholars and educators. The project will add to the body of knowledge in the field of visual communication design and can provide co-design and collaboration models for use in the development and evaluation of public health messages for youth

The collected data could inform greater collaboration between social organizations, community members, stakeholders and designers in the development of messages to serve their specific communities. The proposed research will provide an understanding of the roles of each area of participation as well as the potential of designing messages for communities by communities
- 3.0 **Benefits/Risks Analysis: Describe the relationship of benefits to risk of participation in the research:**
As outlined above, the benefits to the participants in this study will far outweigh the risks involved

4.1 Participant Information

- 1.0 * **Who are you studying? Describe the population that will be included in this study.**
For this study participants will be working together using a co-design process, the process will be evaluated and not the performance of the participants

The participants for this study will be:

Informal Interviews
• 5-10 non-profit organization members

Workshops A-D
• 10-50 Boys & Girls Club of Leduc youth
• 2-5 Boys & Girls Club of Leduc staff
• 2-5 Boys & Girls Club of Leduc volunteers
• 1-3 workshop assistants

Community Evaluation
• 10-20 community members
- 2.0 * **Describe the inclusion criteria for participants (e.g. age range, health status, gender, etc.). Justify the inclusion criteria (e.g. safety, uniformity, research methodology, statistical requirement, etc)**

INFORMAL INTERVIEWS

Non-profit Organization Members

Five to 10 non-profit organization members (male or female, 18+) will be invited to participate in the informal interviews. Non-profit organization members are an important demographic in understanding the stakeholders' perspective.

WORKSHOPS A-D

Boys & Girls Club of Leduc Youth

Ten to 50 youth participants (male or female 11–18 years of age) will engage in identifying and developing messages which focus on youth health issues.

Boys & Girls Club of Leduc Staff

Two to 5 staff participants (male or female, 18+) will aid in the workshop facilitation.

Boys & Girls Club of Leduc Volunteers

Two to 5 volunteers (male or female, 18+) who typically work with Boys & Girls Club of Leduc youth will help the youth with the workshop activities.

Workshop Assistants

One to 3 workshop assistants (male or female, 18+) will aid in data collection.

COMMUNITY EVALUATION

Community Members

Ten to 20 community members (male or female, 18+) will be invited to respond to the messages created in the workshops during the evaluation session. Community members are an important demographic in understanding the community perspective of message development.

3.0 Describe and justify the exclusion criteria for participants:

The only exclusion criteria relate to the need to invite only youth participants (male or female 11–18 years of age), who normally take part in activities at the Boys & Girls Club of Leduc to participate in the workshops. Also, although it is expected that adult community members will comment on the Community Evaluation. The material display will not be monitored.

4.0 * Will you be interacting with human subjects, will there be direct contact with human participants, for this study?

☒ Yes ☐ No

Note. No means no direct contact with participants, chart reviews, secondary data, interaction, etc

If NO, is this project a chart review or is a chart review part of this research project?

☐ Yes ☐ No

- 5.0 **Participants**
- How many participants do you hope to recruit** *(including controls, if applicable)*
70
Of these how many are controls, if applicable *(Possible answer: Half, Random, Unknown, or an estimate in numbers, etc)*
Not applicable
If this is a multi-site study, for instance a clinical trial, how many participants *(including controls, if applicable)* **are expected to be enrolled by all investigators at all sites in the entire study?**
70
- 6.0 **Justification for sample size:**
This study being proposed is exploratory in nature, not requiring large numbers of participants and is related directly to the number of possible participants who would normally be involved with the Boys & Girls Club of Leduc
- 7.0 **Does the research specifically target aboriginal groups or communities?**
☐ Yes ☒ No

4.3 Recruit Potential Participants

- 1.0 **Recruitment**
- 1.1 How will potential participants be identified? Outline how you will identify the people who will be approached for participation or screened for eligibility.**
Informal Interviews
Potential interviewees will be identified through their involvement with community non-profit organizations and their involvement related to health messages. Initially potential interviewees will be contacted based on their involvement with the Boys & Girls Club of Leduc and they will be asked to provide names of other individuals for the researcher to contact. Interviewees will be initially contacted by email (see documentation)
- Workshops A–D
• Boys & Girls Club of Leduc youth will be identified through their involvement with the Boys & Girls Club of Leduc on a regular basis. Recruitment posters will be placed in approved public areas in order to inform Leduc youth about the workshops at the Boys & Girls Club of Leduc (see documentation, Recruitment poster)
• Boys & Girls Club of Leduc staff and Boys & Girls Club of Leduc volunteers will be identified through their involvement with the Boys & Girls Club of Leduc on a regular basis
• Workshop assistants are fellow graduate students
- Community Evaluation
• Community members will be identified through their participation in the plotting response. The community evaluation materials will be displayed including a notice with the the study information
- 1.2 How will people obtain details about the research in order to make a decision about participating? Select all that apply:**
Researchers will contact potential participants
- 1.3 If appropriate, provide the locations where recruitment will occur (e.g schools, shopping malls, clinics, etc.)**
Recruitment for informal interviews will occur via email as described above.
- Recruitment for Workshops A-D will occur in approved public areas in the community of Leduc, Alberta. These public areas include: public elementary schools, public high schools, shopping malls, dentist & doctor's offices. These areas will be approved by the Boys & Girls Club of Leduc and the Town of Leduc.**
- Recruitment for the Community Evaluation will occur in an approved public area in the community of Leduc, Alberta. This area will be approved by the Boys & Girls Club of Leduc and the Town of Leduc.**
- 2.0 **Pre-Existing Relationships**
- 2.1 Will potential participants be recruited through pre-existing relationships with researchers** *(e.g Will an instructor recruit students from his classes, or a physician recruit patients from her practice? Other examples may be employees, acquaintances, own children or family members, etc)?*
☒ Yes ☐ No
- 2.2 If YES, identify the relationship between the researchers and participants that could compromise the freedom to decline** *(e.g professor-student)*. **How will you ensure that there is no undue pressure on the potential participants to agree to the study?**
As a member of the community of Leduc, the researcher has volunteered with the Boys & Girls Club of Leduc in the past, which has led to approach the Boys & Girls Club of Leduc as a starting point for recruiting participants. The researcher will not contact individuals with whom she has a pre-existing relationship. She has no personal relationship with the youth and will have no knowledge which community members participate in the Community Evaluation. Because she is at arms-length from the youth and community member participants, this will insure that there is no undue pressure on the potential participants
- 3.0 **Outline any other means by which participants could be identified, should additional participants be needed** *(e.g. response to advertising such as flyers, posters, ads in newspapers, websites, email, listservs, pre-existing records or existing registries; physician or community organization referrals; longitudinal study etc)*
If additional participants are needed, the same recruitment procedures will be followed
- 4.0 **Will your study involve any of the following** *(select all that apply)?*
None of the above

4.5 Informed Consent Determination

- 1.0 ^a Describe who will provide informed consent for this study (select all that apply). Additional information on the informed consent process is available at: <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-epc2/chapter3-chapitre3/#toc03-intro>
Not all participants will have capacity to give free and informed consent (e.g. children, individuals with cognitive impairments, etc.)
- Provide justification for requesting a Waiver of Consent (Minimal risk only, additional guidance available at: <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-epc2/chapter3-chapitre3/#toc03-1b>)
Although the risk to participants is minimal, all participants will be requested to complete a consent form. Participants under the age of 18 will be asked to provide their own assent, as well as parent/guardian consent for participation in the study. Because the study is about empowering youth, materials will be created by participants and participant assent/consent will be requested to display the created materials in the Master's Thesis exhibit and report (see documentation)
- 2.0 How is participant consent to be indicated and documented? Select all that apply:
Signed consent form
Implied by overt action (i.e. completion of questionnaire)
Assent (usually seen in conjunction with another consent process, most often a signed consent form)
- Except for "Signed consent form" use only, explain how the study information will be communicated and participant consent will be documented. Provide details for EACH of the option selected above:
ASSENT
Participants under the age of 18 will be invited to give their assent for the workshops in conjunction with signed consent forms from their parent/guardian. The study will be outlined on the assent forms (see documentation)

IMPLIED BY OVERT ACTION
Participation in the Evaluation session will be implied by overt action by virtue of completing the plotting response, as displayed publicly with the Community Evaluation display (see documentation)
- 3.0 Authorized Representative, Third Party Consent, Assent
- 3.1 Explain why participants lack capacity to give informed consent (e.g. age, mental or physical condition, etc.)
Youth participants are under the age of 18
- 3.2 Will participants who lack capacity to give full informed consent be asked to give assent?
☒ Yes ☐ No
- Provide details. IF applicable, attach a copy of assent form(s) in the Documentation section.
Youth participants are under the age of 18. They will be invited to provide their assent because the study is about youth empowerment (see documentation)
- 3.3 In cases where participants (re)gain capacity to give informed consent during the study, how will they be asked to provide consent on their own behalf?
If participants turn 18 during the study there is no need to have them fill out a consent form as they have already signed an assent form indicating their willingness to participate in the study
- 4.0 What assistance will be provided to participants, or those consenting on their behalf, who have special needs? (E.g. non-English speakers, visually impaired, etc.):
Participants will be provided with trained professionals through the Devon Drop-In Center who will be able to assist any individuals who may require special assistance
- 5.0 ^a If at any time a participant wishes to withdraw, end, or modify their participation in the research or certain aspects of the research, describe how their participation would be ended or changed.
Participants may withdraw at anytime during the study. Because participation is not anonymous due to the collaborative nature of the activities, it may not be possible to identify participants materials. However, upon request, every effort will be made to remove individual data in the form of created photos, collages, masks and hand written comments
- 6.0 Describe the circumstances and limitations of data withdrawal from the study, including the last point at which it can be done:
Participants may request that their data be withdrawn from the study at anytime. They may contact the researcher and ask that their data be removed from the study at any point. Data in the forms of masks, collages and hand-written responses will not be identified and it may not be possible to identify the material except by the creator; however every effort would be made to accommodate the requests of the participants
- 7.0 Will this study involve any group(s) where non-participants are present? For example, classroom research might involve groups which include participants and non-participants.
☐ Yes ☒ No

5.1 Research Methods and Procedures

Some research methods prompt specific ethic issues. The methods listed below have additional questions associated with them in this application. If your research does not involve any of the methods listed below, ensure that your proposed research is adequately described in Section 2.0. Study Objectives and Design or attach documents in Section 7.0 if necessary

- 1.0 ^a This study will involve the following (select all that apply)
The list only includes categories that trigger additional page(s) for an online application. For any other methods or procedures, please indicate and describe in your research proposal in the Study Summary, or provide in an attachment
Interviews (eg. in-person, telephone, email, chat rooms, etc)

Focus Groups
 Surveys and Questionnaires (including internet surveys)
 Community-based Research
 Sound or Image Data (other than audio or video-recorded interviews)
 Materials created by participants (eg. artwork, writing samples, etc)

- 2.0 *** Is this study a Clinical trial? (Any investigation involving participants that evaluates the effects of one or more health-related interventions on health outcomes)**
☐ Yes ☒ No
- 3.0 **If you are using any tests in this study diagnostically, indicate the member(s) of the study team who will administer the measures/instruments:**
- | Test Name | Test Administrator | Organization | Administrator's Qualification |
|-------------------------------|--------------------|--------------|-------------------------------|
| There are no items to display | | | |
- 4.0 **If any test results could be interpreted diagnostically, how will these be reported back to the participants?**
 Not applicable

5.6 Sound or Image (other than audio- or video-recorded interviews) or Material Created by Participants

- 1.0 **Explain if consent obtained at the beginning of the study will be sufficient, or if it will be necessary to obtain consent at different times, for different stages of the study, or for different types of data:**
 It will be necessary to obtain consent from participants before the beginning of each stage of the project. For youth participants, the consent forms will be sent out to the parents/guardians prior to the beginning of the workshops. The youth will also be asked to fill out an Assent form (see documentation)
- 2.0 **At what stage, if any, can a participant withdraw his/her material?**
 Participants may request that their material be withdrawn at any stage (see 4.5 / 6.0)
- 3.0 **If you or your participant's audio- or video-records, photographs, or other materials artistically represent participants or others, what steps will you take to protect the dignity of those that may be represented or identified?**
 If they wish, participants will sign a consent/assent form indicating that their photo can be used without identification. The Consent and Assent forms outline that the participants photo may be used in the Master's Thesis exhibit, report, in written articles and presentations (see documentation)
- 4.0 **Who will have access to this data? For example, in cases where you will be sharing sounds, images, or materials for verification or feedback, what steps will you take to protect the dignity of those who may be represented or identified?**
 Collected data may be shown in the Master's Thesis exhibit and report, public presentations and in written articles. Participants will not be identified by name. Should the researcher quote any of the comments, pseudonyms will be used to grant anonymity to the participants. Data will be kept in a secure place for a minimum of 5 years following completion of the research project, electronic data will be password-protected
- 5.0 **When publicly reporting data or disseminating results of your study (eg presentation, reports, articles, books, curriculum material, performances, etc) that include the sounds, images, or materials created by participants you have collected, what steps will you take to protect the dignity of those who may be represented or identified?**
 Collected data may be in the form of visual images, created artifacts and handwritten comments and may be shown in the Master's Thesis exhibit and report, public presentations and in written articles. Participants will not be identified by name. Should the researcher quote any of the contributions or comments, pseudonyms will be used to grant anonymity to the participants. Data will be kept in a secure place for a minimum of 5 years following completion of the research project, electronic data will be password-protected
- 6.0 **What opportunities are provided to participants to choose to be identified as the author/creator of the materials created in situations where it makes sense to do so?**
 Participants who choose to be identified may fill out the Consent for Acknowledgement (see documentation) or in the case of youth their parents/guardians can do so with their agreement
- 7.0 **If necessary, what arrangements will you make to return original materials to participants?**
 If participants request the return of their materials they may fill out a Consent for Acknowledgement. Their work will be returned to them after the Master's Thesis exhibit (see documentation). Arrangements will be made with the DYDC for the participants to retrieve their work

5.7 Interviews, Focus Groups, Surveys and Questionnaires

- 1.0 **Are any of the questions potentially of a sensitive nature?**
☐ Yes ☒ No
- If YES, provide details:
- 2.0 **If any data were released, could it reasonably place participants at risk of criminal or civil law suits?**
☐ Yes ☒ No
- If YES, provide the justification for including such information in the study:

- 3.0 Will you be using audio/video recording equipment and/or other capture of sound or images for the study?
☒ Yes ☐ No
- If YES, provide details:
 Still digital photographs will be used to document participant activities, created materials and visual outcomes such as masks, collages and visual responses. These images will not be used without consent/assent

6.1 Data Collection

- 1.0 Will the researcher or study team be able to identify any of the participants at any stage of the study?
☒ Yes ☐ No
- 2.0 Will participants be recruited or their data be collected from Alberta Health Services or Covenant Health or data custodian as defined in the Alberta Health Information Act?
☐ Yes ☒ No
- Important: Research involving health information must be reviewed by the Health Research Ethics Board
- 3.0 Primary/raw data collected will be (check all that apply):
 None of the above
- 4.0 If this study involves secondary use of data, list all original sources:
 Not applicable
- 5.0 In research where total anonymity and confidentiality is sought but cannot be guaranteed (eg. where participants talk in a group) how will confidentiality be achieved?
 If necessary pseudonyms will be given to participants to protect their anonymity in written reports. Workshop assistants will be asked to complete the Confidentiality Agreement and participants will be asked to keep confidential any information discussed or presented during the Workshop sessions. Participants will be asked to keep confidential comments, ideas and information disclosed in collaborative activities

6.2 Data Identifiers

- 1.0 Personal Identifiers: will you be collecting - at any time during the study, including recruitment - any of the following (check all that apply):
 Surname and First Name
- If OTHER, please describe:
- 2.0 Will you be collecting - at any time of the study, including recruitment of participants - any of the following (check all that apply):
 There are no items to display
- If OTHER, please describe:
 Not applicable
- 3.0 If you are collecting any of the above, provide a comprehensive rationale to explain why it is necessary to collect this information:
 The work produced by the participants will remain unidentified unless the participants wish to be identified, in which case the researcher will be retaining the surname and first name of individuals who request that their contributions to the study be identified in the Master's Thesis exhibit and report (see documentation). Otherwise a list of youth participants will be shredded or erased
- 4.0 If identifying information will be removed at some point, when and how will this be done?
 Identifying information will not be added to any materials unless specified by the participant
- 5.0 Specify what identifiable information will be RETAINED once data collection is complete, and explain why retention is necessary. Include the retention of master lists that link participant identifiers with de-identified data:
 All data collected in the form of images, collages, ideas and written articles will remain unidentified; identifying information will only be collected through the consent/assent forms unless the participant requests recognition by filing out a Consent for Acknowledgement. If the participant fills out a Consent for Acknowledgement their contributions will be photo documented and labelled with their information. This information will be listed in the Retention of Master List (see documentation)
- 6.0 If applicable, describe your plans to link the data in this study with data associated with other studies (e.g. within a data repository) or with data belonging to another organization:
 Not applicable

6.3 Data Confidentiality and Privacy

- 1.0 How will confidentiality of the data be maintained? Describe how the identity of participants will be protected both during and after research.

The privacy of any persons involved in this project will be respected at all times. Confidentiality will be discussed at each workshop with participants and workshop assistants Boys & Girls Club of Leduc staff and volunteers. If necessary pseudonyms will be given to participants to protect their identities in written reports Workshop assistants will be asked to complete the Confidentiality Agreement and participants will be asked to keep confidential ideas, comments and information during the collaborative workshop sessions (see documentation)

- 2.0 How will the principal investigator ensure that all study personnel are aware of their responsibilities concerning participants' privacy and the confidentiality of their information?
Confidentiality will be discussed at each workshop and the workshop assistants Boys & Girls Club of Leduc staff and volunteers will fill out Confidentiality Agreements (see documentation)

3.0 External Data Access

* 3.1 Will identifiable data be transferred or made available to persons or agencies outside the research team?

☒ Yes ☐ No

3.2 If YES, describe in detail what identifiable information will be released, to whom, why they need access, and under what conditions? What safeguards will be used to protect the identity of subjects and the privacy of their data.

As noted previously, participants may wish to have their work identified by name in public presentations and articles (see above)

3.3 Provide details if identifiable data will be leaving the institution, province, or country (eg. member of research team is located in another institution or country, etc.)

See above

6.4 Data Storage, Retention, and Disposal

- 1.0 * Describe how research data will be stored, e.g. digital files, hard copies, audio recordings, other. Specify the physical location and how it will be secured to protect confidentiality and privacy. (For example, study documents must be kept in a locked filing cabinet and computer files are encrypted, etc.) Visual and verbal data will be collected, documented and stored on an external hard-drive that will be stored in a locked filing cabinet using password protected encryption
- 2.0 * University policy requires that you keep your data for a minimum of 5 years following completion of the study but there is no limit on data retention. Specify any plans for future use of the data. If the data will become part of a data repository or if this study involves the creation of a research database or registry for future research use, please provide details.
In the near future data will be used for the Master of Design thesis exhibit, report and in research papers Data will be destroyed after 5 years
- 3.0 If you plan to destroy your data, describe when and how this will be done? Indicate your plans for the destruction of the identifiers at the earliest opportunity consistent with the conduct of the research and/or clinical needs:
Digital files will be secure erased after 5 years

7.1 Documentation

Add documents in this section according to the headers Use Item 11.0 "Other Documents" for any material not specifically mentioned below

Sample templates are available in the HERO Home Page in the Forms and Templates or by clicking [HERE](#)

1.0	Recruitment Materials:			
	Document Name	Version	Date	Description
	Recruitment Poster History	0.01	12/14/2011 2:17 PM	
2.0	Letter of Initial Contact:			
	Document Name	Version	Date	Description
	Letter to Boys & Girls Club of Leduc History	0.03	4/16/2012 9:07 PM	
	Boys & Girls Club of Leduc Proposal History	0.03	4/16/2012 9:06 PM	
	Letter from Boys & Girls Club of Leduc History	0.02	4/16/2012 9:04 PM	
3.0	Informed Consent / Information Document(s):			
	3.1 What is the reading level of the Informed Consent Form(s):			
	Grade 4 level			
	3.2 Informed Consent Form(s)/Information Document(s):			
	Document Name	Version	Date	Description
	WorkshopA—D ADULT INFORMATION LETTER AND CONSENT FORM pdf History	0.07	4/17/2012 12:49 PM	
	Evaluation Session. Implied consent History	0.12	4/17/2012 12:45 PM	
	WorkshopA—D PARENT GUARDIAN INFORMATION LETTER AND CONSENT FORM pdf History	0.11	4/17/2012 12:42 PM	
	informal interview INFORMATION LETTER AND ADULT CONSENT FORM doc pdf History	0.09	4/17/2012 12:30 PM	
	Workshop A—D WORKSHOP ASSISTANT CONFIDENTIALITY AGREEMENT pdf History	0.05	1/18/2012 11:32 AM	
	Workshop & Interview CONSENT FOR	0.03	1/18/2012	

4.0	Assent Forms:				
	Document Name	Version	Date	Description	
	Workshop A—D YOUTH ASSENT FORM pdf History	0.06	4/17/2012 12:51 PM		
5.0	Questionnaires, Cover Letters, Surveys, Tests, Interview Scripts, etc.:				
	Document Name	Version	Date	Description	
	Evaluation Session PLOTTING RESPONSE pdf History	0.05	4/19/2012 12:54 PM		
	Workshop D-BRAINSTORM RESPONSE.pdf History	0.04	4/19/2012 12:52 PM		
	Workshop A—D PROTOCOLS pdf History	0.07	4/19/2012 12:50 PM		
	Informal Interview CONTACT EMAIL.pdf History	0.05	1/18/2012 11:31 AM		
	Informal Interview SCRIPT pdf History	0.03	1/18/2012 11:31 AM		
	Workshop A SITCKY NOTE RESPONSE.doc.pdf History	0.01	1/18/2012 11:31 AM		
	Workshop B POSTCARD RESPONSE.pdf History	0.03	1/18/2012 8:48 AM		
	Workshop C SPEECH BUBBLE RESPONSE pdf History	0.03	1/18/2012 8:47 AM		
6.0	Protocol:				
	Document Name	Version	Date	Description	
	There are no items to display				
7.0	Investigator Brochures/Product Monographs (Clinical Applications only):				
	Document Name	Version	Date	Description	
	There are no items to display				
8.0	Health Canada No Objection Letter (NOL):				
	Document Name	Version	Date	Description	
	There are no items to display				
9.0	Confidentiality Agreement:				
	Document Name	Version	Date	Description	
	Workshop A—D WORKSHOP ASSISTANT CONFIDENTIALITY AGREEMENT pdf History	0.02	1/18/2012 11:32 AM		
10.0	Conflict of Interest:				
	Document Name	Version	Date	Description	
	There are no items to display				
11.0	Other Documents:				
	<i>For example, Study Budget, Course Outline, or other documents not mentioned above</i>				
	Document Name	Version	Date	Description	
	Retention of master list History	0.01	12/12/2011 3:32 AM		

Final Page

You have completed your ethics application! Please select "Exit" to go to your study workspace.

This action will NOT SUBMIT the application for review.

Only the Study Investigator can submit an application to the REB by selecting the "SUBMIT STUDY" button in My Activities for this Study ID:Pro00027882.

You may track the ongoing status of this application via the study workspace

Please contact the REB Administrator with any questions or concerns.

Research Investigator:

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Supervisor:

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Background

I would like to invite your child to participate in the study “Giving youth voice: Co-designing community-led health messages for youth”. For this study your child will be asked to share ideas and become involved in the development of youth health messages. Your child is being invited to participate in the Workshops for this study. Your child is being invited to participate in this study through their expressed interest in the project and their involvement with the Devon Youth Drop-In Centre. This study will be conducted as part of my Master’s Thesis Project, for the Department of Art and Design at the University of Alberta. The anticipated benefits of this study are that we might gain a greater understanding of the importance of community involvement in the development of youth health messages.

Purpose

The purpose of this project is to involve the community in the development of youth health messages, in order to examine and create messages about issues important to youth. The study will explore how the development of health messages through a community-led process can help empower the community and give youth a stronger voice within the community.

Study Procedures

The research procedures for this study will include Informal Interviews, four Workshops (Workshops A–D) and an Evaluation Session. (The full study procedures are listed below for your information, please note your child is only being asked to participate in the Workshops. Your child is free to participate in any of the Workshops of interest to them.)

- Informal Interviews:
Five—10 adult participants will be invited to participate in Informal Interviews. These interviews will last 15 minutes and will be informal. Informal Interview participants will be identified through their involvement with community non-profit organizations and their involvement related to health messages. Participants will be invited to respond to interview questions and their responses will be written down by the researcher and collected for the study. The Informal Interview locations will be held at the DYDC, or a mutually agreed upon location.
- Workshops A–D:

Ten—20 DYDC youth, 2—5 DYDC staff, 2—5 DYDC volunteers and 2—5 workshop assistants will be invited to participate in Workshops A—D. The time commitment for each Workshop will be 120 minutes. Participants will be selected through their involvement with the DYDC on a regular basis. The Workshops will be held at the DYDC. The Workshops may be documented using still digital photography and used in the Master's Thesis exhibit and report. Should the researcher use any of the photographs the identity of the participants will remain anonymous.

A description of each workshop is listed below:

Workshop A / Photo scavenger hunt to find public health messages

Participants will be invited to explore the community of Devon in order to take photos of public health messages. The photos will be printed and displayed in the DYDC and the participants will be asked to reflect on their experience using a sticky note response to record their ideas. The sticky note responses will be digitally photographed and collected for the study.

Workshop B / Creating a collage of health messages for youth

Participants will be invited to create a collage together about issues important to youth. The collage will be displayed in the DYDC. At the end of the session participants will be invited to create a postcard collage for other youth. The postcard collages will be collected for the study.

Workshop C / Mask making to give voice to youth health messages

Participants will be invited to create masks in order to discuss youth health issues. At the end of the session participants will be invited to reflect on their experience using a speech bubble response. The speech bubble responses will be digitally photographed and collected for the study.

Workshop D / Brainstorming about youth voice in the community of Devon

Participants will be invited to participate in a brainstorming activity in response to the previous Workshops using sticky notes. The sticky notes will be digitally photographed and collected for the study.

- Evaluation Session:

Community members will be invited to respond to a message created based on the Workshops, this message will be displayed for one week in the community of Devon. Participants will be invited to respond to the message by marking a dot on a plotting response. The responses will be collected and used for the study.

Data Collection and Return

Data will be kept in a secure place for a minimum of 5 years following completion of the research project. Electronic data will be password-protected, after 5 years data will be destroyed in a way that ensures privacy and confidentiality. We may use the data we obtain from this study in future research, but this must first be approved by a Research Ethics Board.

- Data Collection:

Collected data may be shown at the Master's Thesis exhibit and report, public presentations and in written articles. Your child will not be identified by name. Participants who wish to be acknowledged in the study or participants who wish to have their materials returned to them may do so by filling out a Consent for Acknowledgement form.

- **Data Return:**

If your child wishes to have their materials returned to them after the Master's Thesis exhibit they may do so by filling out a Consent for Acknowledgement form and their materials will be returned to the DYDC where they may be picked up from the Program Coordinator.

Benefits

Your child may benefit through learning about the process of message development. Your child may also learn about photography, collage methods and mask-making. They may also gain a greater understanding of the importance of community involvement in the development of youth health messages. The information received in this study may provide insight into issues that are important to youth, and the community may be activated through involvement in the message creation process. There are no costs involved to participants in this research.

Risk

The risks of participating in this study are minimal and no greater than regular participation in activities at the Devon Youth Drop-In Centre. There may be risks to being in this study that are not known. If we learn of anything during the research that may affect your willingness to continue being in the study, we will inform you right away. Participants will have access to trained professionals through the Devon Youth Drop-In Centre and if any discomfort is detected they will be invited to speak with the trained professional.

Voluntary Participation

Your child is under no obligation to participate in this study. The participation is completely voluntary. Even if you agree for your child to be in the study, they can change their mind and withdraw at any time. If your child would like to withdraw, please contact Jennifer Duby. If your child would like to withdraw their materials, please contact Jennifer Duby and every effort will be made to return their materials to you.

Confidentiality & Anonymity

The intended use of this research is for the Master's Thesis exhibit and report, public presentations and in written articles. Your child will not be identified by name. The privacy of your child will be respected at all times. Should the researcher quote any of the contributions or comments, pseudonyms will be used to grant anonymity to the participants. Any participant who may wish to be acknowledged in the study or participants who wish to have their materials returned to them may do so by filling out a Consent for Acknowledgement form. Your child's information will remain confidential, but the researcher will have access to the data. Anonymity cannot be guaranteed in a group context, however confidentiality will be discussed at each workshop. The only exception to this promise of confidentiality is that we are legally obligated to report evidence of child abuse or neglect.

Further Information

If you have any further questions regarding this study, please do not hesitate to contact Jennifer Duby.

The plan for this study has been reviewed for its adherence to ethical guidelines by a Research Ethics Board at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Research Ethics Office at (780) 492-2615.

Workshops A–D | Parent/Guardian: CONSENT FORM

Study Title | Giving youth voice: Co-designing community-led health messages for youth

I, _____ hereby consent for my child

Print Name

Print Child's Name

to participate in the Workshops for the study "Giving youth voice: Co-designing community-led health messages for youth", a research project lead by Jennifer Duby (Department of Art and Design, University of Alberta), which will be conducted as part of a Master's Thesis Project.

Signature of Parent/Guardian

Date

Signature of Child

Date

Please, remove this Consent Form and return to the DYDC Program Coordinator.
Please, keep the letter for information.

If you have any further questions please contact

Jennifer Duby
VCD Graduate Student Department of Art and Design
Faculty of Arts, University of Alberta
jldanko@ualberta.ca
780. 492.7877

Workshops A–D | **CONSENT FOR ACKNOWLEDGEMENT**

Study Title | Giving youth voice: Co-designing community-led health messages for youth

As a participant in the study, "Giving youth voice: Co-designing community-led health messages for youth", you have the opportunity to be credited for your contribution to the project by having your contributions in the form of images, collages, masks and comments credited in the project's graduate thesis and exhibition. It is anticipated that the exhibition will be in October, 2012 and thesis will be available in November, 2012. If you wish for your name to be assigned to your contributions please indicate so by filling out the information below.

Please check one:

- ☐ I agree to have my name mentioned and wish to be credited in association to the work I contributed for this project. I wish to be mentioned by name in the Master's Thesis exhibit and report, in presentations and written material.
- ☐ I agree to have my name associated with the work I contributed for this project in order to have my work returned to me. I do not wish to be mentioned by name in the Master's Thesis exhibit and report, in presentations and written materials.

Print Name

Signature

Date

If you have any further questions please contact

Jennifer Duby
VCD Graduate Student Department of Art and Design
Faculty of Arts, University of Alberta
jldanko@ualberta.ca
780. 492.7877

Workshops A–D | **Adult Participants: INFORMATION LETTER & CONSENT FORMS**

Study Title | Giving youth voice: Co-designing community-led health messages for youth

Research Investigator:

JENNIFER DUBY
3-98, Fine Arts Building
University of Alberta
Edmonton, AB, T9G 2C9
jldanko@ualberta.ca
(780) 492.7877

Supervisor:

BONNIE SADLER TAKACH
3-98, Fine Arts Building
University of Alberta
Edmonton, AB, T9G 2C9
sadler.takach@ualberta.ca
(780) 492.5092

Background

I would like to invite you to participate in the study “Giving youth voice: Co-designing community-led health messages for youth”. For this study participants will be asked to share ideas and become involved in the development of youth health messages. You are being invited to participate in the Workshops for this study. You are being asked to participate in this study through your expressed interest in the project and your involvement with the Devon Youth Drop-In Centre. This study will be conducted as part of my Master’s Thesis Project, for the Department of Art and Design at the University of Alberta. The anticipated benefits of this study are that we might gain a greater understanding of the importance of community involvement in the development of youth health messages.

Purpose

The purpose of this project is to involve the community in the development of youth health messages, in order to examine and create messages about issues important to youth. The study will explore how the development of health messages through a community-led process can help empower the community and give youth a stronger voice within the community.

Study Procedures

The research procedures for this study will include Informal Interviews, four Workshops (Workshops A–D) and an Evaluation Session. (The full study procedures are listed below for your information, please note you are only being asked to participate in the Workshops. You are free to participate in any of the Workshops of interest to you.)

- Informal Interviews:
Five—10 adult participants will be invited to participate in Informal Interviews. These interviews will last 15 minutes and will be informal. Informal Interview participants will be identified through their involvement with community non-profit organizations and their involvement related to health messages. Participants will be invited to respond to interview questions and their responses will be written down by the researcher and collected for the study. The Informal Interview locations will be held at the DYDC, or a mutually agreed upon location.

- Workshops A—D:
Ten—20 DYDC youth, 2—5 DYDC staff, 2—5 DYDC volunteers and 2—5 Workshop assistants will be invited to participate in Workshops A—D. The time commitment for each Workshop will be 120 minutes. Participants will be selected through their involvement with the DYDC on a regular basis. The Workshops will be held at the DYDC. The Workshops may be documented using still digital photography and used in the Master's Thesis exhibit and report. Should the researcher use any of the photographs the identity of the participants will remain anonymous.

A description of each workshop is listed below:

Workshop A / Photo scavenger hunt to find public health messages

Participants will be invited to explore the community of Devon in order to take photos of public health messages. The photos will be printed and displayed in the DYDC and the participants will be asked to reflect on their experience using a sticky note response to record their ideas. The sticky note responses will be digitally photographed and collected for the study.

Workshop B / Creating a collage of health messages for youth

Participants will be invited to create a collage together about issues important to youth. The collage will be displayed in the DYDC. At the end of the session participants will be invited to create a postcard collage for other youth. The postcard collages will be collected for the study.

Workshop C / Mask making to give voice to youth health messages

Participants will be invited to create masks in order to discuss youth health issues. At the end of the session participants will be invited to reflect on their experience using a speech bubble response. The speech bubble responses will be digitally photographed and collected for the study.

Workshop D / Brainstorming about youth voice in the community of Devon

Participants will be invited to participate in a brainstorming activity in response to the previous Workshops using sticky notes. The sticky notes will be digitally photographed and collected for the study.

- Evaluation Session:

Community members will be invited to respond to a message created based on the Workshops. This message will be displayed for one week in the community of Devon. Participants will be invited to respond to the message by marking a dot on a plotting response. The responses will be collected and used for the study.

Data Collection and Return

Data will be kept in a secure place for a minimum of 5 years following completion of the research project. Electronic data will be password-protected, after 5 years data will be destroyed in a way that ensures privacy and confidentiality. We may use the data we obtain from this study in future research, but this must first be approved by a Research Ethics Board.

- Data Collection:

Collected data may be shown at the Master's Thesis exhibit and report, public presentations and in written articles. Participants will not be identified by name. Participants who wish to

be acknowledged in the study or participants who wish to have their materials returned to them may do so by filling out a Consent for Acknowledgement form.

- **Data Return:**
Participants who wish to have their materials returned to them after the Master's Thesis exhibit may do so by filling out a Consent for Acknowledgement form and their materials will be returned to the DYDC where they may be picked up from the Program Coordinator.

Benefits

Participants may benefit through learning about the process of message development. Participants will may also learn about photography, collage methods and mask-making. Participants may also gain a greater understanding of the importance of community involvement in the development of youth health messages. The information received in this study may provide insight into issues that are important to youth, and the community may be activated through involvement in the message creation process. There are no costs involved to participants in this research.

Risk

The risks of participating in this study are minimal and no greater than regular participation in activities at the Devon Youth Drop-In Centre. There may be risks to being in this study that are not known. If we learn of anything during the research that may affect your willingness to continue being in the study, we will inform you right away. Participants will have access to trained professionals through the Devon Youth Drop-In Centre and if any discomfort is detected they will be invited to speak with the trained professional.

Voluntary Participation

You are under no obligation to participate in this study. The participation is completely voluntary. Even if you agree to be in the study, you can change your mind and withdraw at any time. If you withdraw, you may contact Jennifer Duby and every effort will be made to return your materials to you.

Confidentiality & Anonymity

The intended use of this research is for the Master's Thesis exhibit and report, public presentations and in written articles. Participants will not be identified by name. The privacy of participants will be respected at all times. Should the researcher quote any of the contributions or comments, pseudonyms will be used to grant anonymity to the participants. Participants who wish to be acknowledged in the study or participants who wish to have their materials returned to them may do so by filling out a Consent for Acknowledgement form. The participant information will remain confidential, but the researcher will have access to the data. Anonymity cannot be guaranteed in a group context, however confidentiality will be discussed at each workshop. The only exception to this promise of confidentiality is that we are legally obligated to report evidence of child abuse or neglect.

Further Information

If you have any further questions regarding this study, please do not hesitate to contact Jennifer Duby.

The plan for this study has been reviewed for its adherence to ethical guidelines by a Research Ethics Board at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Research Ethics Office at (780) 492-2615.

Workshops A–D | **CONSENT FORM**

Study Title | Giving youth voice: Co-designing community-led health messages for youth

I, _____ hereby consent
Print Name

to participate in the study “Giving youth voice: Co-designing community-led health messages for youth”, a research project lead by Jennifer Duby (Department of Art and Design, University of Alberta), which will be conducted as part of the Master’s Thesis Project.

Signature of Participant

Date

Please, remove this Consent Form and return to the DYDC Program Coordinator.
Please, keep the letter for information.

If you have any further questions please contact

Jennifer Duby
VCD Graduate Student Department of Art and Design
Faculty of Arts, University of Alberta
jldanko@ualberta.ca
780. 492.7877

Workshops A–D | **CONSENT FOR ACKNOWLEDGEMENT**

Study Title | Giving youth voice: Co-designing community-led health messages for youth

As a participant in the study, “Giving youth voice: Co-designing community-led health messages for youth”, you have the opportunity to be credited for your contribution to the project by having your contributions in the form of images, collages, masks and comments credited in the project’s graduate thesis and exhibition. It is anticipated that the exhibition will be in October, 2012 and thesis will be available in November, 2012. If you wish for your name to be assigned to your contributions please indicated so by filling out the information below.

Please check one:

☐

I agree to have my name mentioned and wish to be credited in association to the work I contributed for this project. I wish to be mentioned by name in the Masters Thesis exhibit and report, in presentations and written material.

☐

I agree to have my name associated with the work I contributed for this project in order to have my work returned to me. I do not wish to be mentioned by name in the Master’s Thesis exhibit and report, in presentations and written materials.

Print Name

Signature

Date

If you have any further questions please contact

Jennifer Duby
VCD Graduate Student Department of Art and Design
Faculty of Arts, University of Alberta
jldanko@ualberta.ca
780. 492.7877

Evaluation Session | **IMPLIED CONSENT**

Study Title | Giving youth voice: Co-designing community-led health messages for youth

The displayed materials are part of the Master's Thesis, "Giving youth voice: Co-designing community-led health messages for youth".

The purpose of this project is to involve the community in the development of youth health issues through the process of co-design, in order to examine and create messages about issues that are important to youth.

By participating in this study you will provide valuable information about community involvement in youth health messages. Participation in this study is voluntary and anonymous, by plotting your response on the scale provided you agree to participate in the study. The responses received may be shown in the Master's Thesis exhibition and report in written articles and presentations.

Should you have any questions regarding this study or if you wish to receive a copy of the information letter for this study please contact the researcher.

Sincerely,

Jennifer Duby
VCD Graduate Student Department of Art and Design
Faculty of Arts, University of Alberta
jldanko@ualberta.ca
780 492.7877

Evaluation Session | **INFORMATION LETTER**

Study Title | Giving youth voice: Co-designing community-led health messages for youth

Research Investigator:

JENNIFER DUBY
3-98, Fine Arts Building
University of Alberta
Edmonton, AB, T9G 2C9
jldanko@ualberta.ca
(780) 492.7877

Supervisor:

BONNIE SADLER TAKACH
3-98, Fine Arts Building
University of Alberta
Edmonton, AB, T9G 2C9
sadler.takach@ualberta.ca
(780) 492.5092

Background

You are invited to participate in the study “Giving youth voice: Co-designing community-led health messages for youth”. For this study participants will be asked to share ideas and become involved in the development of youth health messages. You are being invited to participate in the Evaluation Session for this study. You are being asked to participate in this study by marking the plotting response. This study will be conducted as part of my Master’s Thesis Project, for the Department of Art and Design at the University of Alberta. The anticipated benefits of this study are that we might gain a greater understanding of the importance of community involvement in the development of youth health messages.

Purpose

The purpose of this project is to involve the community in the development of youth health messages, in order to examine and create messages about issues important to youth. The study will explore how the development of health messages through a community-led process can help empower the community and give youth a stronger voice within the community.

Study Procedures

The research procedures for this study will include Informal Interviews, four Workshops (Workshops A—D) and a Evaluation Session. (The full study procedures are listed below for your information, please note you are only being asked to participate in the Evaluation Session.)

- Informal Interviews:
Five—10 adult participants will be invited to participate in informal interviews. These interviews will last 15 minutes and will be informal. Informal interview participants will be identified through their involvement with community non-profit organizations and their involvement related to health messages. Participants will be invited to respond to interview questions and their responses will be written down by the researcher and collected for the study. The informal interview locations will be held at the DYDC, or a mutually agreed upon location.

- Workshops A—D:
Ten—20 DYDC youth, 2—5 DYDC staff, 2—5 DYDC volunteers and 2—5 workshop assistants will be invited to participate in workshops A—D. The time commitment for each workshop will be 120 minutes. Participants will be selected through their involvement with the DYDC on a regular basis. The workshops will be held at the DYDC. The workshops may be documented using still digital photography and used in the Master's Thesis exhibit and report. Should the researcher use any of the photographs the identity of the participants will remain anonymous.

A description of each workshop is listed below:

Workshop A / Photo scavenger hunt to find public health messages

Participants will be invited to explore the community of Devon in order to take photos of public health messages. The photos will be printed and displayed in the DYDC and the participants will be asked to reflect on their experience using a sticky note response to record their ideas. The sticky note responses will be digitally photographed and collected for the study.

Workshop B / Creating a collage of health messages for youth

Participants will be invited to create a collage together about issues important to youth. The collage will be displayed in the DYDC. At the end of the session participants will be invited to create a postcard collage for other youth. The postcard collages will be collected for the study.

Workshop C / Mask making to give voice to youth health messages

Participants will be invited to create masks in order to discuss youth health issues. At the end of the session participants will be invited to reflect on their experience using a speech bubble response. The speech bubble responses will be digitally photographed and collected for the study.

Workshop D / Brainstorming about youth voice in the community of Devon

Participants will be invited to participate in a brainstorming activity in response to the previous workshops using sticky notes. The sticky notes will be digitally photographed and collected for the study.

- Evaluation Session:

Community members will be invited to respond to a message created based on the Workshops, this message will be displayed for one week in the community of Devon. Participants will be invited to respond to the message by marking a dot on a plotting response. The responses will be collected and used for the study.

Data Collection and Return

Data will be kept in a secure place for a minimum of 5 years following completion of the research project. Electronic data will be password-protected, after 5 years data will be destroyed in a way that ensures privacy and confidentiality. We may use the data we obtain from this study in future research, but this must first be approved by a Research Ethics Board.

- Data Collection:

Collected data may be shown at the Master's Thesis exhibit and report, public presentations and in written articles. Participants will not be identified by name. Participants who wish to

be acknowledged in the study or participants who wish to have their materials returned to them may do so by filling out a Consent for Acknowledgement form.

- **Data Return:**

Participants who wish to have their materials returned to them after the Master's Thesis exhibit may do so by filling out a Consent for Acknowledgement form and their materials will be returned to the DYDC where they may be picked up from the Program Coordinator.

Benefits

Participants may benefit through learning about the process of message development. Participants will may also learn about photography, collage methods and mask-making. Participants may also gain a greater understanding of the importance of community involvement in the development of youth health messages. The information received in this study may provide insight into issues that are important to youth, and the community may be activated through involvement in the message creation process. There are no costs involved to participants in this research.

Risk

The risks of participating in this study are minimal and no greater than regular participation in activities at the Devon Youth Drop-In Centre. There may be risks to being in this study that are not known. If we learn of anything during the research that may affect your willingness to continue being in the study, we will inform you right away. Participants will have access to trained professionals through the Devon Youth Drop-In Centre and if any discomfort is detected they will be invited to speak with the trained professional.

Voluntary Participation

You are under no obligation to participate in this study. The participation is completely voluntary. Even if you agree to be in the study, you can change your mind and withdraw at any time. If you withdraw, you may contact Jennifer Duby and every effort will be made to return your materials to you.

Confidentiality & Anonymity

The intended use of this research is for the Master's Thesis exhibit and report, public presentations and in written articles. Participants will not be identified by name. The privacy of participants will be respected at all times. Should the researcher quote any of the contributions or comments, pseudonyms will be used to grant anonymity to the participants. Participants who wish to be acknowledged in the study or participants who wish to have their materials returned to them may do so by filling out a Consent for Acknowledgement form. The participant information will remain confidential, but the researcher will have access to the data. Anonymity cannot be guaranteed in a group context, however confidentiality will be discussed at each workshop. The only exception to this promise of confidentiality is that we are legally obligated to report evidence of child abuse or neglect.

Further Information

If you have any further questions regarding this study, please do not hesitate to contact Jennifer Duby.

The plan for this study has been reviewed for its adherence to ethical guidelines by a Research Ethics Board at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Research Ethics Office at (780) 492-2615.

Informal Interviews | **Adult Participants: INFORMATION LETTER**

Study Title | Giving youth voice: Co-designing community-led health messages for youth

Research Investigator:

JENNIFER DUBY
3-98, Fine Arts Building
University of Alberta
Edmonton, AB, T9G 2C9
jldanko@ualberta.ca
(780) 492.7877

Supervisor:

BONNIE SADLER TAKACH
3-98, Fine Arts Building
University of Alberta
Edmonton, AB, T9G 2C9
sadler.takach@ualberta.ca
(780) 492.5092

Background

I would like to invite you to participate in the study “Giving youth voice: Co-designing community-led health messages for youth”. For this study participants will be asked to share ideas and become involved in the development of youth health messages. You are being asked to participate in the Informal Interviews for this study. You are being asked to participate in this study through your expressed interest in the project and through your involvement in health message development. This study will be conducted as part of my Master’s Thesis Project, for the Department of Art and Design at the University of Alberta. The anticipated benefits of this study are that we might gain a greater understanding of the importance of community involvement in the development of youth health messages.

Purpose

The purpose of this project is to involve the community in the development of youth health messages, in order to examine and create messages about issues important to youth. The study will explore how the development of health messages through a community-led process can help empower the community and give youth a stronger voice within the community.

Study Procedures

The research procedures for this study will include Informal Interviews, four Workshops (Workshops A—D) and an Evaluation Session. (The full study procedures are listed below for your information, please note you are only being asked to participate in the Informal Interviews.)

- **Informal Interviews:**

Five—10 adult participants will be invited to participate in Informal Interviews. These interviews will last 15 minutes and will be informal. Informal Interview participants will be identified through their involvement with community non-profit organizations and their involvement related to health messages. Participants will be invited to respond to interview questions and their responses will be written down by the researcher and collected for the study. The Informal Interview locations will be held at the DYDC, or a mutually agreed upon location.

- Workshops A—D:
Ten—20 DYDC youth, 2—5 DYDC staff, 2—5 DYDC volunteers and 2—5 workshop assistants will be invited to participate in Workshops A—D. The time commitment for each Workshop will be 120 minutes. Participants will be selected through their involvement with the DYDC on a regular basis. The Workshops will be held at the DYDC. The Workshops may be documented using still digital photography and used in the Master's Thesis exhibit and report. Should the researcher use any of the photographs the identity of the participants will remain anonymous.

A description of each workshop is listed below:

Workshop A / Photo scavenger hunt to find public health messages

Participants will be invited to explore the community of Devon in order to take photos of public health messages. The photos will be printed and displayed in the DYDC and the participants will be asked to reflect on their experience using a sticky note response to record their ideas. The sticky note responses will be digitally photographed and collected for the study.

Workshop B / Creating a collage of health messages for youth

Participants will be invited to create a collage together about issues important to youth. The collage will be displayed in the DYDC. At the end of the session participants will be invited to create a postcard collage for other youth. The postcard collages will be collected for the study.

Workshop C / Mask making to give voice to youth health messages

Participants will be invited to create masks in order to discuss youth health issues. At the end of the session participants will be invited to reflect on their experience using a speech bubble response. The speech bubble responses will be digitally photographed and collected for the study.

Workshop D / Brainstorming about youth voice in the community of Devon

Participants will be invited to participate in a brainstorming activity in response to the previous Workshops using sticky notes. The sticky notes will be digitally photographed and collected for the study.

- Evaluation Session:
Community members will be invited to respond to a message created based on the Workshops. This message will be displayed for one week in the community of Devon. Participants will be invited to respond to the message by marking a dot on a plotting response. The responses will be collected and used for the study.

Data Collection and Return

Data will be kept in a secure place for a minimum of 5 years following completion of the research project. Electronic data will be password-protected, after 5 years data will be destroyed in a way that ensures privacy and confidentiality. We may use the data we obtain from this study in future research, but this must first be approved by a Research Ethics Board.

- Data Collection:
Collected data may be shown at the Master's Thesis exhibit and report, public presentations and in written articles. Participants will not be identified by name. Participants who wish to

be acknowledged in the study or participants who wish to have their materials returned to them may do so by filling out a Consent for Acknowledgement form.

- **Data Return:**

Participants who wish to have their materials returned to them after the Master's Thesis exhibit may do so by filling out a Consent for Acknowledgement form and their materials will be returned to the DYDC where they may be picked up from the Program Coordinator.

Benefits

Participants may benefit through learning about the process of message development. Participants will may also learn about photography, collage methods and mask-making. Participants may also gain a greater understanding of the importance of community involvement in the development of youth health messages. The information received in this study may provide insight into issues that are important to youth, and the community may be activated through involvement in the message creation process. There are no costs involved to participants in this research.

Risk

The risks of participating in this study are low and no greater than regular discussions about youth health messages. There may be risks to being in this study that are not known. If we learn of anything during the research that may affect your willingness to continue being in the study, we will inform you right away.

Voluntary Participation

You are under no obligation to participate in this study. The participation is completely voluntary. Even if you agree to be in the study, you can change your mind and withdraw at any time. If you withdraw your comments from the study you may do so by contacting Jennifer Duby. Material withdrawal will not be possible after the completion of the Master's Thesis report, September 1, 2012.

Confidentiality & Anonymity

The intended use of this research is for the Master's Thesis exhibit and report, public presentations and in written articles. Participants will not be identified by name. The privacy of participants will be respected at all times. Should the researcher quote any of the contributions or comments, pseudonyms will be used to grant anonymity to the participants. Participants who wish to be acknowledged in the study or participants who wish to have their materials returned to them may do so by filling out a Consent for Acknowledgement form. The participant information will remain confidential, but the researcher will have access to the data. Anonymity cannot be guaranteed in a group context, however confidentiality will be discussed at each workshop. The only exception to this promise of confidentiality is that we are legally obligated to report evidence of child abuse or neglect.

Further Information

If you have any further questions regarding this study, please do not hesitate to contact Jennifer Duby.

The plan for this study has been reviewed for its adherence to ethical guidelines by a Research Ethics Board at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Research Ethics Office at (780) 492-2615.

Informal Interviews | **Adult Participants: CONSENT FORM**

Study Title | Giving youth voice: Co-designing community-led health messages for youth

I, _____ hereby consent

Print Name

to participate in the study "Giving youth voice: Co-designing community-led health messages for youth", a research project lead by Jennifer Duby (Department of Art and Design, University of Alberta), which will be conducted as part of the Master's Thesis Project.

Signature of Participant

Date

Please, remove this Research Consent form and return to the DYDC Program Coordinator.
Please, keep the letter for information.

If you have any further questions please contact

Jennifer Duby
VCD Graduate Student Department of Art and Design
Faculty of Arts, University of Alberta
jldanko@ualberta.ca
780. 492.7877

Informal Interviews | **Adult Participants: CONSENT FOR ACKNOWLEDGEMENT**
Study Title | Giving youth voice: Co-designing community-led health messages for youth

As a participant in the study, "Giving youth voice: Co-designing community-led health messages for youth", you have the opportunity to be credited for your contribution to the project by having your contributions in the form of images, collages, masks and comments credited in the project's graduate thesis and exhibition. It is anticipated that the exhibition will be in October, 2012 and thesis will be available in November, 2012. If you wish for your name to be assigned to your contributions please indicated so by filling out the information below.

Please check one:

- ☐ I agree to have my name mentioned and wish to be credited in association to the work I contributed for this project. I wish to be mentioned by name in the Masters Thesis exhibit and report, in presentations and written material.
- ☐ I agree to have my name associated with the work I contributed for this project in order to have my work returned to me. I do not wish to be mentioned by name in the Master's Thesis exhibit and report, in presentations and written materials.

Print Name

Signature

Date

If you have any further questions please contact

Jennifer Duby
VCD Graduate Student Department of Art and Design
Faculty of Arts, University of Alberta
jldanko@ualberta.ca
780. 492.7877

Workshops A—D | **WORKSHOP ASSISTANT: CONFIDENTIALITY AGREEMENT**

Study Title | Giving youth voice: Co-designing community-led health messages for youth

I, (please print name) _____, agree to hold confidential all data in the form of visual images, collages, masks and comments collected from the “Giving youth voice: Co-designing community-led health messages for youth” study. I also agree to keep the identities of all participants in this study confidential.

Print Name

Signature

Date

Workshops A—D | **Youth Participants: ASSENT FORM**

Study Title | Giving youth voice: Co-designing community-led health messages for youth

Research Investigator:

JENNIFER DUBY
3-98, Fine Arts Building
University of Alberta
Edmonton, AB, T9G 2C9
jldanko@ualberta.ca
(780) 492.7877

Supervisor:

BONNIE SADLER TAKACH
3-98, Fine Arts Building
University of Alberta
Edmonton, AB, T9G 2C9
sadler.takach@ualberta.ca
(780) 492.5092

What is a research study?

A research study is a way to find out new information about something. You do not need to be in a research study if you don't want to.

Why are you being asked to be part of this research study?

You are being asked to take part in this research study because we are trying to learn more about youth health messages. We are asking you to be in the study because of your involvement at the Boys & Girls Club of Leduc (B&GCL). About 10—50 youth will be in this study.

If you join the study what will happen to you?

There will be four events (Workshops A—D) that you can take part in. We want to tell you about some things that will happen if you are in this study.

Workshop A: Photo scavenger hunt to find public health messages | This workshop will last: 120 minutes
You will be invited to learn about photography and youth health messages. Then you will be asked to take photos of health messages around the community in order to respond to them. The responses will be collected and used in the study.

Workshop B: Creating a collage of health messages for youth | This workshop will last: 120 minutes
You will be invited to create a collage message with other youth. You will also be invited to create a small collage for other youth. The larger collage message will be displayed at the B&GCL. The smaller collage will be collected and used in the study.

Workshop C: Mask making to give voice to youth health messages | This workshop will last: 120 minutes
You will be invited to create masks in order to discuss youth health messages. You will be invited to wear your created mask and write down messages about youth health in speech bubbles. The speech bubble response will be documented using a digital camera, the photographs will be collected and used in the study.

Workshop D: Brainstorming about youth voice in the community | This workshop will last: 120 minutes
You will be invited to brainstorm your ideas about youth health messages using sticky notes. The sticky notes will be posted up on the walls. Digital photographs will be taken of the sticky notes and used in the study.

You can participate in the study for as many sessions as you wish. The full study will take place over four evenings during the regular hours the B&GCL is open. Each workshop will take 120 minutes.

We will ask you to answer some general questions about youth health, such as, what issues are important to youth health? What messages have you seen about youth health issues? What is an important message to tell other youth?

Are there risks involved with this study?

The risks of participating in this study are low and no greater than regular participation in regular activities at the B&GCL.

Will the study help you?

We hope that through this study you will gain a greater understanding of the importance of community and youth health messages. We hope that the information received in this study will provide insight into issues that are important to youth. We hope the community will be activated through involvement in the message creation process. There are no costs involved to participants in this research.

Will the study help others?

This study may help the community gain a better understanding about youth and their issues and concerns. This study may also find out things that will help other youth in the future.

Do your parents know about this study?

This study was explained to your parents and they said that we could ask you if you want to be in it. You can talk this over with them before you decide.

Who will see the information collected about you?

The information collected in this study will remain confidential. The materials collected in this study in the form of images, masks, collages and comments will be used in the Master's Thesis exhibit and report, in written articles and presentations. This information will be used without your name attached to it. If you wish for your work to be recognized or returned to you, you can do so by filling out a Consent for Acknowledgement. This will allow the researcher to recognize your work in the study.

Some digital photographs may be taken during the workshops in order to document the study. These images will be used without your name attached to them. All information collected during this study in the form of images, masks, collages and comments will be kept safely locked up and will be destroyed

after five years. Nobody will be able to access the information except the people doing the research. The researchers will not tell your friends or anyone else.

Do you have to be in the study?

You do not have to be in the study. No one will be upset if you don't want to do this study. If you don't want to be in this study, you just have to tell us. It's up to you. You can still participate in the activity even if you do not want to be in the study. You can also take more time to think about being in the study.

What if you have any questions?

You can ask any questions that you may have about the study. If you have a question later that you didn't think of now, you can call or have your parents call 780 492.7877.

You can also take more time to think about being in the study and also talk more with your parents about being in the study.

Other information about the study.

If you decide to be in the study, please write your name below.

You can change your mind and stop being part of the study at any time. All you have to do is tell the person in charge. It's okay. The researchers and your parents won't be upset.

You will be given a copy of this paper to keep.

☐ Yes, I will be in this research study.

☐ No, I don't want to do this.

Youth's Name

Signature of the Youth

Date

September 28, 2011

Mrs. Jennifer Duby
VCD Graduate Student
87 Highwood Drive
Devon, AB T9G1W9

To the Governing Body of the Boys & Girls Club of Leduc,

This letter is to request approval from the Boys & Girls Club of Leduc to run collaborative design research sessions with its community in order to explore “community led health messages”. These sessions will be facilitated by Jennifer Duby a Master of Design Candidate in Visual Communications at the University of Alberta.

The approval request is to run collaborative design research sessions with the staff, volunteers and youth of the club. This request is for sessions which will run in May, 2012. This project will only run with ethics clearance from the University of Alberta.

A project outline has been included with this letter of request.

Thank you for your consideration,

Jennifer Duby
MDes Candidate

April 15, 2012

Mrs. Jennifer Duby
VCD Graduate Student

Dear Mrs. Duby,

This letter of support is to confirm that the Board of the Boys & Girls Club of Leduc has granted the request to run collaborative design research sessions with its community in order to explore "community led health messages". The approval is effective for one year commencing April 30, 2012, if it is necessary to continue research beyond this time a request for continuation should be made to the Program Director. Staff and Volunteers of the Club in which the research session will run will be informed of the research.

The research is collaborative in nature and the community of the Boys and Girls Club of Leduc is not being tested only invited to participate in shared outcomes.

We understand that this project will only run with ethics clearance from the University of Alberta.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Cecile Cormier". The script is cursive and fluid.

Cecile Cormier

Program Director

Informal Interview | **CONTACT EMAIL**

Study Title | Giving youth voice: Co-designing community-led health messages for youth

Good day,

My name is Jennifer Duby, I am currently a Master's Thesis student at the University of Alberta in the department of Visual Communications Design.

I am currently contacting individuals who have been involved in community health message development. Your information has been received because of your involvement in the community with non-profit organizations.

You are under no obligation to participate in this study and you can withdraw your information at any time. The comments made by the participants remain unidentified unless the participants wish to be identified, in which case we will be retaining the surname and first name of individuals who request that their contributions to the study be identified in the Master's Thesis exhibit and report. Otherwise participants in the study will remain unidentified.

If you would be willing to share your ideas about community involvement in health messages it would be greatly appreciated.

Thank you for your time and consideration.

Sincerely,

Jennifer Duby
VCD Graduate Student Department of Art and Design
Faculty of Arts, University of Alberta
jldanko@ualberta.ca
780 492.7877

Informal Interview | **SCRIPT**

Study Title | Giving youth voice: Co-designing community-led health messages for youth

Hello, my name is Jennifer Duby. I am a graduate student in Visual Communications Design. I would like to talk with you about the role of non-profit organizations, community members and designers in the development of community-led messages.

In my research I am exploring community-led messages about youth health issues through the process of co-design. Co-design places an equal emphasis on the participation of community members; the non-profit organization staff, volunteers and donors; and designers in the development of messages. The approach facilitates message development for the community by the community. Some benefits of this approach may include the transformation of roles within message development, a greater sense of ownership of the message by the community members, a greater understanding of critical issues and an opportunity for participants to continue to be advocates or catalysts for change within the community.

We hope that the participants involved will gain a greater understanding of the importance of community and youth health messages. We hope that the information received in this study will provide insight into issues that are important to youth. We hope the community will be activated through involvement in the message creation process. There are no costs involved to participants in this research.

Your participation in this study is voluntary and your information will remain anonymous. The risks of participating in this study are low and you are free to withdraw from the study at anytime. If you would like to be recognized in this study, you may fill out a Consent for Acknowledgement form.

This informal interview will take approximately fifteen minutes of your time and you are free to leave at anytime during the interview. If you wish for any of your information to be removed from the study you may do so at anytime by contacting me. Do you have any questions at all regarding the study?

Let's begin the interview:

What roles / responsibilities does the non-profit organization play in community activation?

What roles / responsibilities does the community play in community activation?

What roles / responsibilities does the donor play in community activation?

What is the importance of connection between the donor and the community?

What types of messages form healthy communities?

How important are community health messages?

How do non-profit organizations transform communities?

How can donors transform communities?

Any further comments?

Thank you for your participation. The responses received may be shown at the Master's Thesis exhibition and report.

Workshop A: Photo scavenger hunt to find public health messages

Hello, my name is Jennifer Duby. I am a graduate student in Visual Communications Design. I am here today to tell you a bit about what I am working on. I am exploring community-led messages about youth health issues through the process of co-design (we will discuss co-design in a little while). The purpose of the project I am working on is to involve the community in the development of youth health issues through the process of co-design, in order to examine and create messages about issues that are important to youth.

I want to talk about your participation in this workshop. You are under no obligation to participate in this workshop and are free to leave at any time. It is also important that the personal information of everyone who is involved in the workshop remains confidential. The identity of participants involved in this workshop will remain confidential and all forms of visual images and comments collected will remain unidentified. The data collected will be used in the Master's Thesis exhibit and report. You may wish to have your work identified by filling out a Consent for Acknowledgement form. This will help me to identify your work if you wish to have it returned to you after the Master's Thesis exhibit or if you would ever like to have your work removed from the study. Are there have any questions about participating in this workshop today?

Discussion

Let's begin with a short discussion. After our discussion we are going to go out into the community to take pictures of health messages. The photographs taken will be printed and posted up around the Boys & Girls Club of Leduc and you will be invited to respond to the photos through a sticky note response. I would like discuss co-design, it is a process that involves different participants in the development of messages. These participants might be individuals who are connected to the message in some way. By involving different groups of people in message development the hope is to gain a greater understanding of the message and the people who the message affects. Does anyone have any questions about co-design?

Part of this research is designing youth-health messages with the Boys & Girls Club of Leduc. For the purpose of this study health messages are messages that are about someone's state of physical, mental, or social well-being.

Can anyone think of examples like this?

Does anyone have questions about what makes something a health message is?

Can anyone think of a health message they have seen lately?

Now, let's go and find health messages around our community. Once you find a message take a photograph of the message. They can be messages that are found or you can create them if you wish. There are assistants here to help you with finding and taking photographs of the messages (introduce workshop assistants). Does anyone have any questions?

Now let's find and document health messages using our cameras.

Workshop B: Creating a collage of health messages for youth

Hello, my name is Jennifer Duby. I am a graduate student in Visual Communications Design. I am here today to tell you a bit about what I am working on. I am exploring community-led messages about youth health issues through the process of co-design (we will discuss co-design in a little while). The purpose of the project I am working on is to involve the community in the development of youth health issues through the process of co-design, in order to examine and create messages about issues that are important to youth.

I want to talk about your participation in this workshop. You are under no obligation to participate in this workshop and are free to leave at any time. It is also important that the personal information of everyone who is involved in the workshop remains confidential. The identity of participants involved in this workshop will remain confidential and all forms of visual images and comments collected will remain unidentified. The data collected will be used in the Master's Thesis exhibit and report. You may wish to have your work identified by filling out a Consent for Acknowledgement form. This will help me to identify your work if you wish to have it returned to you after the Master's Thesis exhibit or if you would ever like to have your work removed from the study. Are there any questions about participating in this workshop today?

Part of this research is designing youth-health messages with the Boys & Girls Club of Leduc. For the purpose of this study health messages are messages that are about someone's state of physical, mental, or social well-being. Today we are going to create a collage together about youth-health at the Boys & Girls Club of Leduc. We will start with a discussion/brainstorm about some youth-health issues. After the discussion we will talk about some collage methods and create a collage together. The Collage will be displayed at the Boys & Girls Club of Leduc. I will then ask you to reflect on this experience by creating a small collage of a message you would like to send to other youth.

Discussion

Let's write some important youth-health issues on the sticky notes and post them up around the room. What are some health-issues that are important to youth?

Let's categorize the sticky notes. What issues belong together?

Let's talk about collage methods. You can use any material available to you in order to create a message we can create one large message or a multitude of small messages it is up to you. We can create the messages by pasting materials to the board or any other way you would like. Are there any questions before we begin?

Workshop C: Mask making to give voice to youth health messages

Hello, my name is Jennifer Duby. I am a graduate student in Visual Communications Design. I am here today to tell you a bit about what I am working on. I am exploring community-led messages about youth health issues through the process of co-design (we will discuss co-design in a little while). The purpose of the project I am working on is to involve the community in the development of youth health issues through the process of co-design, in order to examine and create messages about issues that are important to youth.

I want to talk about your participation in this workshop. You are under no obligation to participate in this workshop and are free to leave at any time. It is also important that the personal information of everyone who is involved in the workshop remains confidential. The identity of participants involved in

this workshop will remain confidential and all forms of visual images and comments collected will remain unidentified. The data collected will be used in the Master's Thesis exhibit and report. You may wish to have your work identified by filling out a Consent for Acknowledgement form. This will help me to identify your work if you wish to have it returned to you after the Master's Thesis exhibit or if you would ever like to have your work removed from the study. Are there have any questions about participating in this workshop today?

Part of this research is designing youth-health messages with the Boys & Girls Club of Leduc. For the purpose of this study health messages are messages that are about someone's state of physical, mental, or social wellbeing. Today we are going to create masks and then explore youth health issues through a speech bubble response.

Discussion

Before we begin the mask-making process let's talk a bit about masks.

What do you think of when you see a mask?

What do you think of when you wear a mask?

What types of masks are there?

What can masks do?

What can they be for?

Let's begin making masks, you can use any material available to you and you can make as many masks as you would like. You can wear it however you would like. Then once you have made your mask create a speech bubble for your mask, you can make one or many speech bubbles.

Workshop D: Brainstorming about youth voice in the community

Hello, my name is Jennifer Duby. I am a graduate student in Visual Communications Design. I am here today to tell you a bit about what I am working on. I am exploring community-led messages about youth health issues through the process of co-design (we will discuss co-design in a little while). The purpose of the project I am working on is to involve the community in the development of youth health issues through the process of co-design, in order to examine and create messages about issues that are important to youth. I want to talk about your participation in this workshop. You are under no obligation to participate in this workshop and are free to leave at any time. It is also important that the personal information of everyone who is involved in the workshop remains confidential. The identity of participants involved in this workshop will remain confidential and all forms of visual images and comments collected will remain unidentified. The data collected will be used in the Master's Thesis exhibit and report. You may wish to have your work identified by filling out a Consent for Acknowledgement form. This will help me to identify your work if you wish to have it returned to you after the Master's Thesis exhibit or if you would ever like to have your work removed from the study. Are there have any questions about participating in this workshop today?

Part of this research is designing youth-health messages with the Boys & Girls Club of Leduc. Today we are going to respond to the activities carried out in the previous workshops using a brainstorm response. This response will use sticky-notes to discuss the previous workshops about youth health issues held at the Boys & Girls Club of Leduc.

Workshop A | **STICKY NOTE RESPONSE**

Study Title | Giving youth voice: Co-designing community-led health messages for youth

Participants will be invited to fill out sticky notes and post on the images that were taken in Workshop A. The questions to answer on the sticky note will be as follows:

Questions:

What is the impact?

What is the message?

What is the purpose?

What is the audience?

What is the call to action?

What is the truth?

Workshop B | **POSTCARD RESPONSE**

Study Title | Giving youth voice: Co-designing community-led health messages for youth

Participants will be invited to collage or write a message to share with other youth on a 4"x 6" postcard.

Question:

What is an important message you would like to share with other youth?

Workshop C | **SPEECH BUBBLE RESPONSE**

Study Title | Giving youth voice: Co-designing community-led health messages for youth

Participants will be invited to write a response in a speech bubble.

Questions:

What could the mask say?

What could the mask say to other youth?

What messages do we hide behind?

What message do we need to say?

What is the most important message to tell other youth?

What is an important health message?

Workshop D | **BRAINSTORM RESPONSE**

Study Title | Giving youth voice: Co-designing community-led health messages for youth

Participants will be invited to fill out sticky notes and post them on the wall in response to the following questions.

Questions:

Is community involvement in message creation important? Why or why not?

How can community involvement in message creation change messages?

Was there anything different about this process?

What is the purpose of youth health messages?

What can we learn from this process?

What can we learn from youth in our community?

What can our community learn about youth?

What can non-profit organizations learn about youth?

How should we share youth health messages with our community?

Evaluation Session | **PLOTTING RESPONSE**

Study Title | Giving youth voice: Co-designing community-led health messages for youth

Participants will be invited to leave feedback about the display by plotting their response to the following questions. The participants will be invited to do so by marking a dot on the plot scale:

Questions:

How valuable are youth health messages?

Plot: Not Valuable

Most Valuable

How valuable is community involvement in message creation?

Plot: Not Valuable

Most Valuable

How valuable is youth health in our community?

Plot: Not Valuable

Most Valuable

Questions:

Which aspect is more important for youth health in our community?

Plot: Time

Money

I would rather invest in youth health through?

Plot: Time

Money

Questions:

Who is responsible for youth health?

Plot: Individual

Community

Who can have the most impact on youth health?

Plot: Individual

Community

Questions:

How familiar are you with the The Boys & Girls Club of Leduc?

Plot: Not Familiar

Very Familiar

Questions:

Do you have any additional comments about community involvement in youth health?

Do you have any additional comments about youth health?

DATA COLLECTION

iii.1 Interview Responses

Adult Participant Interviews, May, 2012

1 | What did you learn or what was valuable about the following workshops:

A | *Photo Scavenger hunt*

- Everyone likes different things and inputs on things
- So fun it was easy and really opens your mind to 'out of the box thinking'
- To see the world through Gods eyes
- Group work
- Many things are taken for granted
- Team effort

B | *Collage*

- Even a small effort can make a difference
- Loved collage it causes you to think about your life in a different way, as in more positive because you want to send a message
- I recognized the good and bad of my road of active addiction and walk in recovery
- Information medium for demographic groups
- Great way to message

C | *Masks*

- We all have one... tear it off be real
- Kind of liked masks it was harder to be creative but it was fun
- I represented the excitement in my life. The light
- Was not quite sure of a specific task we were supposed to do
- Two sides to every story

2 | How might these types of workshops be useful in creating messages for a larger community or public audience?

- I think they would receive a wide and diversified amount of messages
- People who are directly effected by the product have input
- Be transferred to power-point for scientific market
- Positive and negative messages can be taken in many ways by different audiences
- It can show you your talents and things you need to work on
- Introducing out of the box thinking
- Discovering what message you want your life to say
- How to put your past into perspective from neg. to pos.
- Showing them the different views and perspectives on live

3 | Did your idea of creative message exploration change during the workshops?

- Yes. The more input the better the product. Too much ruins it. (others feelings)
- What do I want my message to be to a younger generation, how can I clarify it and make a positive statement to the world
- I seemed to open up a can of creativity that I never knew I had
- Got more comfortable after the 3/4th workshop
- No
- No my idea did not change

Adult Participant Interviews

April 10, 2012

1 | What roles/responsibilities does the non-profit organization play in community activation?

Provides a place for youth to hang out. No matter what is happening at home youth are able to participate in activities or to hang out in the space provided by the non-profit. This was a positive experience.

I did not remember the volunteers individually but they add to the experience. Devon is a small community. Devon is known for drugs, so the place for kids to go and to hang out will be really good. Maybe if something's at home are not going well or whatever there is a place for youth to go.

2 | What roles/responsibilities does the community play in community activation?

The community members may know about a non-profit or not, they are important to the non-profit for support. It is important to have support from the community, businesses etc.

The most impact is one to one "mentorship" type relationships where older/other youth may impact younger youth. Or if someone has been through something if they can share with youth who are going through it now that is really powerful and important.

3 | What roles/responsibilities does the donor play in community activation?

They are important. It is important to involve them maybe ask them to participate in some of the activities so that they can know more about what goes on. Once you are able to invite them to activities or become involved then you know you have em'

It is important to involve people of all levels that may be involved. Story about the Justice M. & Police officer they trying to think some things and Jamie made a suggestion that they had not even thought of based on his experience. This is key to involve all levels.

4 | How do non-profit organizations transform communities?

They are the community.
Non-profits would exist in society regardless of weather or not they are labeled non-profits because there will always be people who are passionate about something and as long as there are people who are passionate they will be the 'non-profit'.

Adult Participant Interviews, August 1, 2012

1 | From your perspective what did you think of Youth Voice?

It was really interesting, the kids are always hesitant with something new, once I sort of talked to them about the first session they were like this is kind of fun excited to go, and I know that we have some budding artists so I really tried to talk them into going because I thought this would be something sort of fun for them, and they had a blast, they had so much fun and they were like I am so glad I went. Because we try to provide opportunities for them so this was something new and different and they had a really good time.

2 | Are there any particular issues that the youth here maybe talk about a lot?

They are... we try to talk about proper nutrition, they do talk about it; especially boys night / girls night we do very intense discussion of topics like that and with our older groups as well. They do talk about it they are aware or are starting to become aware of what is healthy or what is unhealthy, in all aspects, not just food healthy relationships, healthy everything.

Yes, that is something that came up a lot in some of the questions, was family health or relational health which is really interesting I thought.

3 | What would you say about the demographic or age group that was coming to the sessions, how are they empowered in terms of speaking in their community or with their friends?

It is actually interesting because if I can remember a lot of the kids that I know participated are kids that are a little more willing to stand out-stand above, do more, quite a few of them were our Torch members which is our leadership group, so it didn't surprise me who I saw going because those are the people who I kind of suspected would go, so it was interesting to see that.

4 | What would you say about leadership and empowerment? Or Leadership and Youth Voice? Is it important for youth to have leaders of a similar age or do they take more of an impression from older people?

Um, I think they are empowered by older people, like our older staff because they see maybe how they want to be, in terms of a positive attitude. We have some silly silly crazy staff but they love them, so I think that they will try and model what they see. But they also respond really well to peer mentoring, same age group mentoring because again its... oohh I don't have to be like that. So it is really important for kids of the same age group to mentor each other, again, just to have those positive relationships and... actually the kids who are actually surprisingly shy or quiet, giving that ability to mentor each other really actually, it is surprising to see who will step out of their comfort zone to do it, and that is really empowering for them.

5 | In terms of workshops like this, what is the importance or how could these types of workshops be important to community building?

Um... It would be interesting to see what would come out in a community type of event, I know that I mentioned that the mask making would be a really good idea for younger girls.. well "tweens" because of the whole mask thing. Especially there seems to be a lot of, like with the Dove self esteem movement, the two go hand in hand as an interesting perspective as to how things go, it be interesting to see.

There is a movement or not a movement a movie one of the churches in town has partnered with one of the theatres in town with something called "mis-representation" and their goal is kind of a fund-raiser but the goal is to have these guide books, hand books, I don't know exactly what it is, to be able to give these books to the pre-teen girls of the city and it is all about self esteem so, again I think back to the mask making portion and it kind of partners. So it seems like the ideas are getting out there into the community and I can see that these would be interesting tools to present to a community just to see what comes out, to give to the community, to the mayor, to see so they get a better understand of where, what people are feeling. I think it would be a really interesting idea to do on a community basis.

6 | What could some of these types of workshops develop into, we talked about different types of ways they could move forward in terms of advertizing or something like that, do you see a potential for something like that or is that a little far fetched?

Um.. It would be interesting, the photo portion for sure would be interesting in terms of advertising. We take a million and one pictures and we use those pictures in our advertising or thank you cards for whatever we need, but I could see other organizations this would be an interesting perspective, or interesting tool to give them that birds eye view of what people see.

7 | In the second workshop we had the individual, and the collective piece, you had made some comments earlier about how the group dynamic was interesting so if I could get you to recall some of those things that would be great...

I thought it was interesting that they all started out and it is funny because I first walked in when they were doing handprints, each individual was doing a hand print and its almost like they are putting their stamp on that piece of paper saying 'this is me, I'm here' and we actually have, you will see in your pictures, the wall from the one summer program where all the kids put their handprints, um.. so it is interesting they started all putting their stamp on 'this is me, im here' and then they all mixed it together, it was very almost community-ish, because it was like ok we are all in here but you can't see us because we are part of the group. Um and I think in a lot of respects, I mean with youth there is a safety within the group, right. So it was just really interesting because when I saw the picture after because somebody had said Jenn left the picture here so when I got it I was looking at it and I was like, is that the same picture?...because when I had come in they were all doing handprints so I was like huh?! Are you sure that is the same picture? It has not what I had originally seen so it was interesting to see because again, I had no idea.

8 | How have these types of workshops been a benefit (or not) to the Boy's and Girl's Club?

Again we try to provide any type of unique experience, we have got someone who would like to teach our kids to do square dancing (laughter), so even just to give them some type of unique experience. It is certainly not something that they would ever participate in in school in terms of the really in-depth broader picture and question that you brought up and talked with them about, it is interesting to give them a task, and that is what you do with youth, you give them a task and then within that ask your questions, it is perfect forethought in terms of how to actually get really feedback, we talked about "silly answers" because that is what kids do but having a task focuses them to think a little bit more than to just blurt out some answers.. So it was really interesting also that they feel comfortable enough, they do feel safe enough here at the club that you will get real answers as well as just the silly ones, and that shows us that they do feel safe here to be able to say, and I mean that is one of our biggest goals is that they do feel empowered to say what they need to, so it was interesting to see that they do feel safe enough here that they can speak out and truly say what is on their mind. It is kind of a good affirmation that we are doing what we say we are doing. And it is good to see that we are having some success and even just in that they had so much fun.

Like I said before my son who is very introverted and is not big out there really went home just... rawww I had so much fun and just talking all about it you know he is very reserved and so he was really excited about the next weeks and it was interesting because 4 weeks is a great time frame because it does not drag it out too long they are not like. OK again?...

Because they are kids but it was interesting and I am really looking forward to seeing some of the answers that they gave and again they had a great time.

Do you remember I was panicking when you were like "ya I am going to give them these cameras" and I was like oh my gosh.. don't break the camera, don't break the camera... and again an opportunity to do something they do not normally do and they succeeded much past my prior palpitations. (laugh) Even to know that for them is an experience...

I loved your comment about giving people the opportunity to do something they were told they are not supposed to do that is really great!

Oh ya, you know... play with the paint, what do you mean? Play with the paint! And I thought it was interesting you said there were paint brushes but they didn't even think to use them. So it is like I can put my hand in paint.

9 | Do you have any suggestions for future workshops such as these? Or any additional comments...

It would be neat to see, even in... it was interesting that on the surface for the kids it is just 'ok lets go have some fun' but it is interesting to see what comes out of that

and I think it would be really interesting to see this as a huge community project, I know Leduc is not that big, but you know even to do this at different times with different groups within the community and then be able to present that too. It would be interesting to see what they would come up with. Even you know the schools, because I think a lot of times people always assume what kids think, and how they see, and what they think and it would be interesting to see what would really come out of it. To see if this is what they are really thinking, or just what people think they are doing. So I think it would be really an interesting experience, on a community basis.

10 | And we touched on this, but how do you think this could empower the rest of the community not just the youth but the adults?

I think it would actually give people an idea of what to do to help the youth again, we are all guessing if what we are doing is correct. You know right down to what do they want? What do they feel their community is missing? How can a community help them? You know I think it would be interesting to see if we are all on the right page, and if we are not then at least it would give people an idea as to where we should be going.

Adult Participant Interviews, August 2, 2012

1 | Was this a valuable experience?
Absolutely

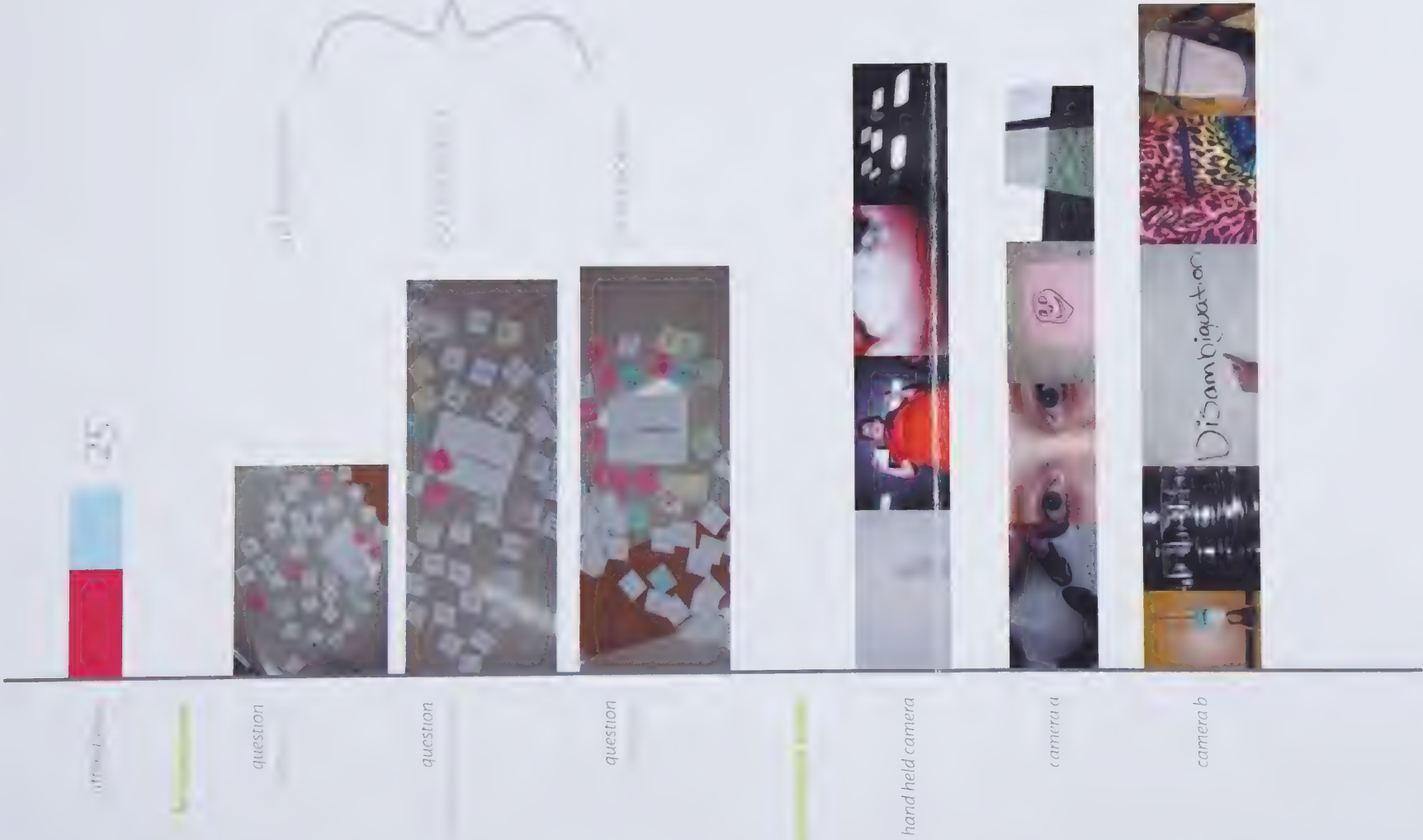
2 | What types of things did you gain/learn from participating in the workshops?
I learned about the values and weird thoughts that go through kids' heads.

3 | Did you learn anything about message exploration?
I learned that kids, even this young, already have some strong views about important topics. It was very interesting to see what they thought when they aren't concerned about how their friends see them or to do what their parents say is right.

4 | How could these types of workshops be valuable for other organizations in order to explore community messages?
I think it's important for community messages to reach out to kids and teens of all ages, and to do that you need to know what they are interested in and what they value.

5 | How could the elements created in the workshops be developed further to create messages about Youth Health? (or any other public message)
These kids seemed to know quite a bit about eating right and being healthy, but it was interesting to let them know that there are other forms of being healthy. I think the workshop explained that well.

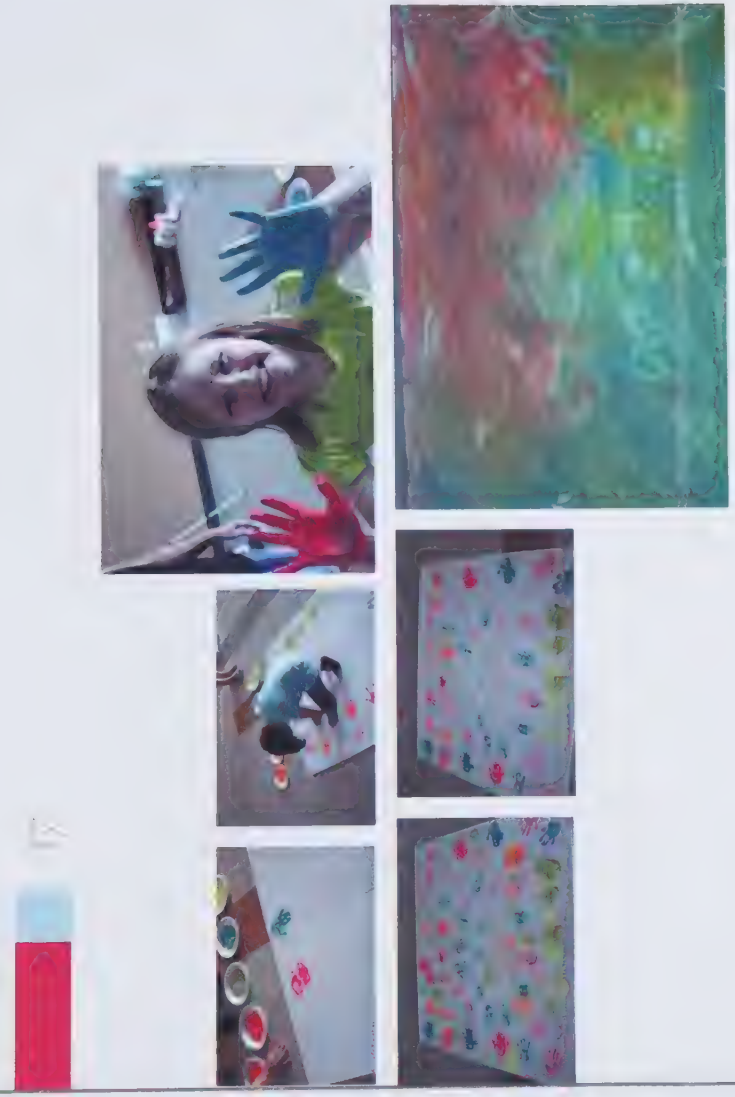
It was very nice to see time and effort put into listening and hearing what kids think and have to say. The kids loved to have their thoughts be important, and that's a privilege rarely given to young children.



Workshop A: Photo Scavenger Hunt (Leduc Boy's and Girl's Club)



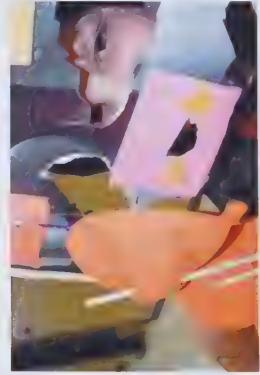
Workshop B Collage Messages



Workshop B Collage Messages



Masks



Workshop C Masks (Leduc Boy's and Girl's Club)



Brainstorm Session



Workshop C Brainstorm Session (Leduc Boy's and Girl's Club)



DATA COLLECTION

iii.3 Workshop Responses & Notes

WORKSHOP A: PHOTO SCAVENGER HUNT

1 Mini-brainstorm // 15 minutes

Questions: I am a _____, _____ is healthy, _____ is really important to me

- Some really rich responses, Honest responses, Some sarcastic responses
- Question 1 : 38 sticky notes (some multiple responses)
- Question 2: 70 sticky notes (some multiple responses)
- Question 3 : 72 sticky notes (some multiple responses)

2 Photo-Scavenger Hunt // 45 minutes

Youth were asked to look for the following:

Happy, Funny, Abstract, Sad, Big, Small, Bright, Tall, Close, Far, Important, ...anything of your choice

- Really engaging activity for all involved, had a hard time ending on time
- Not sure if the list was necessary as there were new ideas generated however it may be a good starting point etc.
- 3 Digital Cameras & 2 throw away cameras were used
- 280 photographs taken

OVERALL

- surprised by the age of the youth
- surprised by the draw to analogue over Digital cameras
- Youth were engaged with the activity and even drew in other youth from other activities
- Were excited about the subject matter
- Were curious about their environment
- Created new environments (set up shots)
- Were eager to be in the photographs
- Really embraced the activity
- Even the Workshop Assistants became very involved, One workshop assistant was very eager to create new environments and was really excited about what their group came up with at the end.
- lots of photos generated in a short amount of time
- The activity created a buzz in the surrounding spaces.

1 Mini-brainstorm // Responses

Questions: I am a

<i>Ipod player</i>	<i>textaholic,</i>	<i>caller</i>	<i>hot guy</i>
<i>Hot guy</i>	<i>gamer</i>	<i>hockey player</i>	<i>artist</i>
<i>Lucrecc player</i>	<i>hockey player</i>	<i>friend</i>	<i>best friend</i>
<i>Dudette</i>	<i>sister</i>	<i>daughter</i>	<i>gorilla</i>
<i>Dude</i>	<i>human being</i>	<i>girl</i>	<i>gymnastics</i>
<i>Girl</i>	<i>friend</i>	<i>monkey</i>	<i>figure skater</i>
<i>Ps</i>	<i>pc</i>	<i>mac</i>	<i>ipad</i>
<i>Ipodtouch</i>	<i>hand phone</i>	<i>guy</i>	<i>mankind</i>
<i>Baby</i>	<i>woman</i>	<i>girl</i>	<i>gamer</i>
<i>Hot guy</i>	<i>hot dog</i>	<i>psp</i>	<i>toy</i>
<i>Ps3</i>	<i>ps2</i>	<i>girl</i>	<i>gymnast</i>
<i>Soccer player</i>	<i>photographer</i>	<i>artist</i>	<i>student</i>
<i>Role model</i>	<i>teacher</i>	<i>basketball player</i>	<i>crocodile</i>
<i>Flower</i>	<i>sun</i>	<i>Clifford the big red dog</i>	<i>moon</i>
<i>Teacher</i>	<i>doctor</i>	<i>youth</i>	<i>person</i>
<i>Bus driver</i>	<i>cloud</i>	<i>clown</i>	<i>cow</i>
<i>Wolf</i>	<i>dog</i>	<i>hippopotamus</i>	<i>sister</i>
<i>Author</i>	<i>artist</i>	<i>swimmer</i>	<i>wolf</i>
<i>Fox</i>	<i>star</i>	<i>cat</i>	<i>ware wolf</i>
<i>Dog</i>	<i>vampire</i>	<i>dragon</i>	<i>dovakin</i>
<i>San</i>	<i>brother</i>	<i>orc</i>	<i>brother</i>
<i>Gnome</i>	<i>worgen</i>	<i>goblin</i>	<i>boy</i>
<i>Man</i>	<i>worker</i>	<i>friend</i>	<i>troll</i>
<i>Human</i>	<i>demon</i>	<i>ghost</i>	<i>good person</i>
<i>Leader</i>	<i>smart</i>	<i>squid</i>	<i>a hot dog</i>
<i>Dog-down</i>	<i>cat</i>	<i>giraffe</i>	<i>animal</i>
<i>Shop</i>	<i>lion</i>	<i>tiger</i>	<i>pen</i>
<i>House</i>	<i>chair</i>	<i>boy</i>	<i>girl</i>
<i>Paper</i>	<i>boy</i>	<i>daughter</i>	<i>person</i>
<i>Person</i>	<i>animal</i>	<i>sister</i>	<i>brother</i>
<i>Girl</i>	<i>gymnast</i>	<i>ape</i>	<i>photographer</i>
<i>Clown</i>	<i>animal</i>	<i>student</i>	<i>artist</i>
<i>Ringette player</i>	<i>girl</i>	<i>friend</i>	<i>artist</i>
<i>Bus monitor</i>	<i>youth mentor</i>	<i>photographer</i>	<i>pencil</i>
<i>Redi-tab</i>	<i>epic person</i>	<i>figure skater</i>	<i>artist</i>
<i>Piano player</i>			

1 Mini-brainstorm // Responses

Questions: ___ is really important to me

School	pets	mom	food	home
My dog	friends	dad	house	computer
Toothbrush	water	bacon	sister	cat
Daughters	mom	dad	brother	friends
School	food	water	dad	me
Family	food	video games	lego	work
Friends	electricity	air	water	money
Friends	family	life	love	learning
Lego	skylanders	food	life	family
Friend	clothes	food	water	mom
Dad	beta fish	boys	girls	club
Soccer	games	ps3	mick	movies
Roast beef	dad	mom	teacher	I
Phone	cheese	girlfriend	mom	dad
Sister	relationships	learning	being kind	food
Having fun	family	poutine	best friends	having a good time
Caring	friends	forgiving	hoping	caring
Roast beef	shopping	friends	cat	friends
Meat	school	bacon	I	steak
Day	grandpa	brownies	steak	trusting
Worshiping	loving	being whole	respecting	sister
Food	sports	animals	people I love	loving my family
My friends	clothes	grandma	mom	pets
Family	friends	animals	life	love
World peace	school	happiness	food	water
Clothing	shelter	medicine	my environment	trust
Health	love	family	friends	respect
School	honesty	marks	food	humor
Self confidence	BGCL	family	friends	dogs
School	pigs	socks	dog	jasmine

1 Mini-brainstorm // Responses

Questions: _ is healthy

<i>Being nice</i>	<i>brushing your teeth</i>	<i>carrots</i>	<i>watermelon</i>
<i>Calcium</i>	<i>water</i>	<i>cheese</i>	<i>oxygen</i>
<i>Raspberries</i>	<i>meat</i>	<i>ribs</i>	<i>corn</i>
<i>Running</i>	<i>blue barriers</i>	<i>strawberries</i>	<i>corn</i>
<i>Meat</i>	<i>meatloaf</i>	<i>suckers</i>	<i>pork</i>
<i>Beef kabobs</i>	<i>not smoking</i>	<i>hygiene</i>	<i>loving</i>
<i>Not talking about drugs</i>	<i>grill cheese</i>	<i>sugar</i>	<i>salt</i>
<i>Vegetables</i>	<i>air</i>	<i>exercise</i>	<i>fruits</i>
<i>Winegums</i>	<i>not healthy fruit</i>	<i>gum</i>	<i>being kind</i>
<i>Eating healthy foods</i>	<i>me</i>	<i>apples</i>	<i>being green</i>
<i>Eating</i>	<i>health</i>	<i>forgiving</i>	<i>healthy food</i>
<i>Pop(dr.pepper)</i>	<i>brownies</i>	<i>nothing</i>	<i>jogging</i>
<i>Working out</i>	<i>milk</i>	<i>running</i>	<i>yummy food</i>
<i>Bailee</i>	<i>hair</i>	<i>cake pops</i>	<i>jenn</i>
<i>Fruit or vegetables</i>	<i>markers</i>	<i>nothing</i>	<i>libby</i>
<i>Non healthy food</i>	<i>spaghetti</i>	<i>sprinting</i>	<i>vggies</i>
<i>Food</i>	<i>fruit</i>	<i>apples</i>	<i>cake</i>
<i>Eggs</i>	<i>apples</i>	<i>popcorn</i>	<i>love</i>
<i>Forgiveness</i>	<i>being truthful</i>	<i>bailly</i>	<i>glasses</i>
<i>Gym</i>	<i>flowers</i>	<i>soup</i>	<i>walking</i>
<i>Water</i>	<i>running</i>	<i>steak</i>	<i>vegetables</i>
<i>Nothing</i>	<i>maisy</i>	<i>cupcakes</i>	<i>vinegar</i>
<i>Exercise</i>	<i>jolly ranchers</i>	<i>coka cola</i>	<i>aero bubblers</i>
<i>Candy</i>	<i>fruit</i>	<i>mr.big</i>	<i>pork chops</i>
<i>Cheese burgers</i>	<i>sausages</i>	<i>chocolate milk</i>	<i>fried onions</i>
<i>Fruit</i>	<i>jenn</i>	<i>food</i>	<i>kit kat</i>
<i>Jasmine</i>	<i>food</i>	<i>water</i>	<i>apples</i>
<i>Cheese</i>	<i>strawberries</i>	<i>veggies</i>	<i>exercise</i>
<i>Love</i>	<i>life</i>	<i>laughing</i>	<i>food</i>
<i>Water</i>	<i>not smoking</i>	<i>McDonalds</i>	<i>subway</i>
<i>Fruit</i>	<i>orange juice</i>	<i>water</i>	<i>milk</i>
<i>Juice</i>	<i>milk</i>	<i>walking</i>	<i>running</i>
<i>Jogging</i>	<i>speed walking</i>	<i>nature</i>	<i>water</i>
<i>Sugar</i>	<i>candy</i>	<i>bananas</i>	

WORKSHOP B: COLLAGE

1 | Youth were shown images from previous workshop // 10 min (show for duration of workshop)

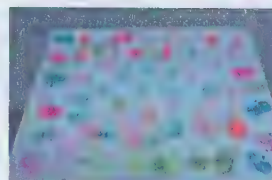
- Youth were intrigued by the photographs
- Liked to comment on the ones they thought were good
- Was a nice introduction

2 | Youth were asked to collage a message for another youth their age // 45 min

- Youth had a harder time with this: the young age
- Some became abstract
- A lot of deep thought

3 | Youth were asked to collage a collective message for youth their age // 45 min

- Youth were really excited about this
- Became handprints – then abstract
- No final message was stated only the image created
- A lot of energy
- Became sort of a mayhem at the end went from one youth at a time very calm and collect to many at a time smearing paint on the canvas
- Workshop assistants were having fun helping
- Other individuals were drawn into the session because of the excitement
- One parent commented that they were very excited to see their child participate in the group painting, because their child is normally reserved and shy but seemed to be having a



WORKSHOP C: MASKS

1 | Participants were asked to create masks about Youth Health // 25 min

- Youth worked quietly
- They were very intent on creating masterpieces
- Very creative outcomes
- Lots of identity explorations
- Some use of the images from workshop 1
- Some type or newsprint masks

2 | Youth were asked to write messages on speech bubble's // 35 min

Asked: Give your mask a voice? What would your mask say?
What would your mask say about youth health?

- This was really active and energetic
- Lots of laughing
- Even the Workshop assistants were excited to participate
- There were some fun, honest and funny
- The youth were really creative with their responses
- Youth created multiple responses

<i>I am very pretty</i>	<i>You want to be friends</i>	<i>Hello friend</i>
<i>What's up with that</i>	<i>meow</i>	<i>take care of yourself</i>
<i>Chicken or eagle</i>	<i>respect the earth please</i>	<i>thankful</i>
<i>Don't do anything I wouldn't do</i>	<i>don't give up</i>	<i>happy</i>
<i>Don</i>	<i>you are nice</i>	<i>you eyes beat me</i>
<i>What's up buttercup</i>	<i>Where's the ball</i>	<i>Life is great</i>
<i>I like your type</i>	<i>be true to yourself</i>	<i>give me all your money punk!!!</i>
<i>You rock</i>	<i>Dark & Live</i>	<i>Great mask, what's your name</i>
<i>Smile</i>	<i>excellent</i>	<i>Make-up makes me feel pretty</i>
<i>Fun</i>	<i>you to I we bi ella</i>	<i>respect your body</i>
<i>Be a superstar</i>	<i>my future is so bright</i>	<i>party</i>
<i>Complicated</i>	<i>oh-la!</i>	<i>Ola!</i>
<i>No bacon ever</i>	<i>always be safe</i>	<i>I love soccer</i>
<i>One of mine is a super sport</i>	<i>Asia</i>	<i>Africa</i>
<i>Have fun and do the right thing</i>	<i>I wet the bed all night</i>	<i>be safe</i>
<i>Are you sweet</i>	<i>I will have fun and you will to</i>	<i>hiss</i>
<i>Hi</i>	<i>meow</i>	<i>are you si</i>
<i>Taylor</i>	<i>Samantha</i>	<i>nick</i>
<i>Hi grandma & grandpa</i>	<i>this is my world</i>	<i>yo!</i>
<i>Hi</i>	<i>eat your food</i>	<i>ruf ruf ruf</i>
<i>Yah</i>	<i>video games rock and so do you</i>	<i>youth voice</i>
<i>My name is Picasso</i>	<i>hello</i>	<i>hi</i>
<i>Mask we love</i>	<i>nice mask</i>	<i>fun...</i>
<i>I am a Russian</i>	<i>rawr</i>	<i>rude</i>
<i>I love soccer</i>	<i>I'm a Chinese dude</i>	
<i>You join the boys and girls club ruf ☺</i>		
<i>Hi mommy, luke, daddy and shep</i>		
<i>Just because I have one eye does not mean I cant see you good</i>		
<i>Its on the inside not the outside that counts</i>		
<i>your still beautiful no matter how hard you try God made you exactly how you were meant to be</i>		
<i>I fought in world war one and world war two</i>		
<i>Fertilizer makes everything grow</i>		
<i>you cant see me and maybe I can see you? Clearly!</i>		
<i>Hi do you wet the bed I always do</i>		
<i>Halloween is in October not in May!!</i>		
<i>You think you can hide but underneath it all your still you</i>		

WORKSHOP D: BRAINSTORM SESSION

Participants were asked to answer questions // 45 min
Youth Voice Brainstorm Session Q & A:

1 | How should we tell our community about Youth Voice?

T.V. Commercials	Online Website
T.V. Show	Art
Emailing by phone	Art
Writing	Art
Texting	Art

2 | During Youth Voice I:

Took photos: 1
Made a collage: 3
Made masks: 2
Brain-stormed: 8

3 | Usually I Send Messages by:

Phone: 3
Email: 2
Facebook: 3
Blog: 0
In Person: 3
Text Message: 6

4 | I would like to see Youth Voice continue:

By Phone: 3
More Workshops: 4
On Facebook: 1
Online Website: 1
Email: 1

5 | What do you think about the postcards:

They are all beautiful
All the postcards are wonderful
Weird
They are pretty
They are cool
They are awesome
Fun

6 | What is the most important message to tell someone your age:

Family
Friends
Everyone
Kids at school about youth voice
Daddy
Daddy
Briana Edony

7 | In what ways is the community important to youth health:

Lots of hugs

Lots of hugs

My family takes care of me

Lots of LOVE

My family gives me lots of Hugs and Kisses

8 | What did I learn by being in Youth Voice:

Great!

I have not been here that long

Always be nice

Fun!

Fun

9 | What would you like to say to other people in Leduc:

Nice to meet you

Welcome! To Leduc Friends

We are Canadians

Please and thank you

We live in Alberta

10 | What message would you like to see on this painting

Be yourself

Help others with work

Go to Alberta

Funny

Pretty

Be nice and awesome!

11 | What message could we send out about youth health to our community:

Youth health is to work with others and youth health is good

Youth health is awesome

Youth health is great check it out

Hospital

Participants asked to explore messages with materials created
in previous sessions // 45 min

- Again lots of energy

- Fun to explore other peoples creations

- Created messages from existing pieces

- Was really free because we did not spend time making things

- Youth were really engaged with the messages already created

- Were very respectful of the masks and other materials

- Some of the same messages were created and new ones were created too

- May be good to explore with photos only as well

DATA COLLECTION

Focus Group Responses & Notes

1 | What would you say about youth health messages?

- Needs youth input
- Needs to be relevant
- Media messages too idealistic
- Often do not take health problems seriously needs to be innovative approach to catch their attention
- Important
- Derived for youth from youth
- What is important for them and what they will listen to
- It needs to hold appeal in their age group to catch their attention
- Unfortunately the messages tend to be created by adults and preachy
- I think they are aimed at parents not youth
- Seem to focus on physical health and do not's
- It is important to educate youth about this topic
- Very important I think these messages would keep the youth conscious of their health so to support elders and younger ones
- They should be made by the youth themselves
- For youth by youth

2 | What is the importance of youth health in communities?

- Keep the economy running
- Critical thinkers youth need to stay alive and sane
- We need substantial population of youth in the community
- Youth health should involve more than physical health
- It is more than recreation must include a holistic approach
- To create positive environments
- Very important!
- Perhaps not enough focus on mental health limited accessibility
- There are presently mixed messages for youth
- Critical for our future
- Vital to our future
- Inspires other generations (younger ones)
- Big on band aids
- Youth are our future in communities and everywhere else so their good health is important to community future
- Health issues for youth are unique not just strokes heart attaches htn etc.
ex sexually transmitted diseases

3 | What is the importance of youth voice in message creation for any organization?

- Imperative that the message be created by youth
- Youth must be engaged in the organization and involved in the planning
- Should be TOP priority!
- It helps understand youth perspective
- Youth voice has the power to overtake the market unlike any other generation
- Youth voice is up to date with the eg government, issues like economy eating, socially
- Most organizations are run by people older than youth but perhaps for the benefit of youths so their input is important
- We need to have the voice of youth because they know what would appeal to other youth

- Youth voice speaks for many in the same bracket so good for planning
- Youth voices reach youth
- They often think outside the box and are not yet entrenched in the ruts or set in their ways

4 | What types of message creation processes have been involved with?

- Top down
- Web design, posters, events
- Scrapbooking
- Home decorating
- Riseup communications
- Thesis message: which was trying to simplify a very dense/complicated message to the lower common denominator
- Participatory message development
- Conversation, sketching, writing, in groups or individual
- Many! From the conversational (ie graphic design) to the participatory community-based message creation
- Health promotions, grassroots community based and top down messages
- Photography messages, different brochures promos for different audiences
- Communities and different cultures

5 | Typically how are messages created?

- Collaboration
- Designer comes up with a great idea
- Through words, images, music
- A few people decide for many
- Usually a problem is identified with a related desire to bring about awareness or behavioral change. Then a message is created / text and or visual to evoke a response
- Research, understanding the client/ audience/ community. Brainstorm experiences
- Through points of views/ other perspectives
- Through critical thinking
- Time
- By a marketing team trying to sell something, typically not involving the target audience
- Planning, dreaming, trial and error

6 | What types of structure processes do they follow?

- Usually just the director boss and designer
- Brainstorming
- Collaboration of experts
- Market research
- Working in groups to get an issue/message then testing it in the community
- Word and image making
- I and those I co-design with begin with problem identification then work back and forth between image and text comparison
- The process is NB and must fit the groups involved
- Top down but can see the message in the end

7 | Where does the need or spark for message creation come from?

- Vision – an idea that motivates
- For my ministry - felt need for awareness and buy in
- Input from all people a vested interest for example addict, donor, director
- A desire to have an effective message with an impact and the spark often occurs in the process itself (of designing)
- From understanding the perspectives of every group participating to client, audience, community etc.
- Fully involved both subconsciously and consciously
- Mix of the top down or bottom up
- Needs to come from the subject

8 | To what extent are the various stakeholders involved in the message creation process?

- Usually not involved much but perhaps they should be – challenge in time, money and convincing the stakeholders importance
- People investing money want results
- Little involvement except for the professional team
- In our version, participatory to a large extent but in most case it is often the designer + client with less involvement of end user
- There must be a partnership between those with financial strength and those with the needs or target group.
- Be involved but with the understanding they are only part of the process
- Is there a need to transform the process?
- Yes
- Always can be improved
- Stories are very important
- I was not aware of the need before.
- Is this a process that trains citizens for democracy?
- Yes, hard to convince stakeholders of \$ benefits
- Yes I do think there is a need to change the process because people or habits, ways of life may have changed over the years so there is a need to improvise.
- Have you been part of a process like this?
- Yes
- Yes, creating a message to reach and resonate with a native community
- Yes brainstorms in my design studies, branding agencies that I have worked for
- I have been but it was not called message creation it was trying to figure out purpose, identity, issues etc.

9 | How could this process change the way people become invested in the messages created?

- As they say it is the future of creative communication. Creating new ways of communication by understanding and agreeing in everyone's needs will simplify the process.
- This would make the investor feel like they are part of the message
- There needs to be a "buy in" by share holders

- I think you need to see your target audience respond to the message and be changed
- "changing the format of message creation may be innovative... history is ready for change there is a mistrust that has resulted from corruption, this affects humanity world wide. Truth in advertising is long overdue. I see this format in message creation as a move to restore trust"

Additional comments

- Term 'Graphic Design' is misleading
- It is important to have trust and credibility
- I really liked the results/ideas around the 4th workshop with the kids learning messages/masks and allowing others to use and interpret these messages
- Co-design means there is buy in from all groups
- I really liked the workshops you presented especially the mask one. I went to a workshop called "the masks of grief: and was utterly disappointed at that there were no physical masks incorporated

What's Next:

If something were created, what would be the most useful thing?

- Way to train organizations > Educate > through experiences > case study > understand their needs and wants
- Ways to train other organizations in understanding the ways of a designer
- Standard Kit> No universals are never good unless we are universally agreeing on a polycentric future..
- Customized toolkit possibly
- Educate clients about the co-design approach ie how to involve designers earlier
- Education packages on the design process: "these are steps you need to take for understanding"
- People will resonate with concrete examples, concrete information, etc. Si I think you need to take the theory and 'concrete' it up as much as you can // put theories on a timeline with no dates change your title standard toolkit is an excellent idea
- Business side – you can make what you offer a full meal deal!! Offer aspects a la carte (ie workshops) but market it as only a small part of all you offer
- Need a really clear vision on a website
- I think a customized toolkit with input from the 'co-designer". The toolkit should not be something that someone just 'takes home' without interaction with the code-signer

